

# Волшебная шкатулка

## АНГЛИЙСКИЙ ЯЗЫК 1 класс Книга для учителя

Учебно-методическое пособие для учителей  
учреждений общего среднего образования  
с белорусским и русским языками обучения

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# INTRODUCTION

*Magic Box* is the first book in a new series of English course books for Belarus. It is for children in their first year.

## The main principles

- The course follows the communicative approach and teaches to communicate by communication. We believe that learning happens in the process of interaction and teaching should create a need to communicate in different situations, real and imaginary.
- We have taken an integrated approach to teaching and learning, drawing on the best elements of our own traditions and also on recent innovations from practices in other European countries. This enables us to include material to suit different types of learners and also cross-curricular elements, appealing to pupils with strengths in drama, music, drawing, maths and other school subjects.
- We have taken pupils on their first steps along the road to developing all-round communicative competence, focusing on linguistic competence (lexical, grammatical, phonological), sociolinguistic competence (markers of social relations, simple politeness conventions, intercultural awareness) and pragmatic competence (functional purposes of the language).
- We see learning a language as mainly a cognitive process. Emphasis is given to tasks that allow learners to experience a variety of cognitive activities (developing their thinking) in which an information gap is created. When pupils focus on a task, the language learning process becomes more motivating and effective.
- We have adopted an integrated syllabus (a multisyllabus) where we have brought together topics, functions, vocabulary and structures. The syllabus chart, which follows this introduction, shows how this is achieved. There are 9 units, each representing a topic.
  1. Hello, it's me!
  2. My family.
  3. I love animals.
  4. Look at my toys!
  5. Head and shoulders.
  6. Yummy!
  7. My home.
  8. I am a pupil.
  9. I love English!

## Teaching languages to children

- It is vital at the primary level to build confidence in the language. Children should want to communicate, so praise and encouragement are essential ingredients in teaching our course. Thus, pleasure and a positive attitude become more important than evaluation at this level, where mistakes are viewed as an integral part of the language learning process and are supposed to be tolerated. The atmosphere in class should be supportive to avoid fear and stress.
- Language is not only learnt consciously but also acquired subconsciously. Cartoons, rhymes, songs,

chants and stories, which introduce vocabulary and structures again and again, also include more language than is needed for active use. The language for passive use is marked by (\*). That gives opportunities to children to understand the situation, develop their listening skills and acquire the language naturally.

- We take into consideration different types of learners (visual, auditory and kinaesthetic) and provide a variety of opportunities to learn. However, we believe that most children of this age learn by doing, interacting, exploring and playing which underlie all the activities in our course.

## Course components

- The Teacher's Book (TB) presents the syllabus, followed by clear and detailed lesson plans with instructions, tapescripts, keys, suggested answers and photocopyable flashcards bank of extra activities.
- The Pupil's Book (PB) contains mainly pictures and cartoons. Children do not write or read, they only speak and listen, but the active words are written next to the pictures on the introductory pages to every unit. Rhymes, chants and songs are also presented next to the pictures. This is not meant for obligatory reading, but for the teacher and parents' convenience.
- The Workbook (WB) is black and white and disposable, so it is intended to be used once. It contains pictures for colouring-in, spaces and models for drawing and cut-outs. Make sure pupils do not colour the pictures beforehand.
- The cassettes contain all the listening material of the PB and the WB, including pronunciation practice, texts and stories. Chants, rhymes and songs are recorded on a separate cassette as they are usually used for more than one lesson.
- The flashcards (Teacher's set) are a set of 168 pictures covering all the target vocabulary in *Magic Box 1*. They are recommended for introducing and practising vocabulary in the lesson.
- The flashcards (Pupil's set) help pupils to recycle and revise the vocabulary learnt in the lesson in the relaxed atmosphere of their home environment through various games and activities.
- The ABC poster introduces the English alphabet and is illustrated by the key-word pictures familiar to pupils.

All the components work together well and make teaching easy and learning enjoyable.

## Skills

The skills are taught in the natural order of acquisition: listening, speaking, reading, writing.

- Pupils are offered a lot of meaningful listening, including total physical response ('Listen and do') exercises, cartoons and stories. Real life sounds and music, which accompany the texts, are supposed to help pupils to enjoy listening.
- Speaking is taught through various activities (games, role-plays, storytelling, etc.).

- Mini-projects give opportunities for creativity and are used as one of the ways to help pupils to integrate listening and speaking.
- Reading and writing are not taught in the preparatory year, but the letters are introduced in the second half of the year for recognition only, together with the key word beginning with this letter. The alphabet chant and the alphabet song help pupils to remember the letters. Drawing, colouring-in, joining and tracing develop children's hands and prepare them for writing, which will be taught in the next year.

## The organisation of language for teaching purposes

The communicative approach implies that meaning takes precedence over form. This means that throughout *Magic Box* we equip learners with the language they need to create meaning. For this reason we have relied on a list of communicative functions (e.g. greeting, asking for information, etc.) as a starting point. Structures, vocabulary and pronunciation are seen as a means to an end, and not as an end in themselves. These functions are selected according to the needs and interests of 6-year-old children and the Syllabus for the Cambridge Young Learners' Test. We believe this will enable our course to meet European standards.

- Each unit has its general communicative aims, which are stated at the beginning of every unit in the TB. The language aims for each lesson, which can be found in the lesson plans, are the building blocks towards the communicative aims.
- We took the decision to control the active vocabulary and structure load of the course strictly, thus giving more time for communicative practice, recycling and consolidation.
- Vocabulary is presented in meaningful contexts with the help of flashcards, toys or real life objects. It is acquired through practice, games and communicative situations.
- We do not teach grammar rules in this year but some elements (articles and plurals) are introduced through a fairy-tale in the Mother Tongue (L1). As in this year children learn to listen and speak, we have chosen contracted grammar forms (e.g. I've got), which are more natural in oral speech. We advise the teacher to stick to the suggested contracted structures; otherwise children can be confused.

We have observed that 6-year-old children acquire the accent easily and naturally when they have good models for imitation. So pronunciation practice (sound or intonation) is included in every lesson. Teachers should give the model themselves for children to see how the sounds are articulated. Some sounds are just imitated by children because they are not very different from L1, but others are explained as characters.

[əʊ]	is surprised	удивляется
[h]	blows on the mirror	дует на зеркало
[w]	like a fish	как рыбка
[aʊ]	admires	восхищается
[θ]	teases	дразнится

[v]	shows teeth	показывает зубки
[p]	pants	пыхтит
[l]		
[t]	on the fence	на заборчике
[d]		
[n]		
[r]	roars	рычит
[tʃ]	by train	на поезде
[k]	coughs	кашляет
[æ]	like a frog	как лягушка
[ʃ]	be quiet	тише
[ɔ:]	tummy aches	болит животик
[ɒ]	draw a circle	рисуем "о"
[i:]	a cry-baby	плакса
[ɪ]	hiccups	икает
[dʒ]	by car	на машине
[ŋ]	an elephant's trunk	хобот слона
[ð]	by plane	на самолете
[rə]	like a donkey	как ослик
[ʌ]	a mosquito bite	укус комарика
[ɑ:]	open your mouth to the doctor	открой ротик
[s]	snakes	змейки
[z]	bees	пчелки

## Cartoons, stories, rhymes, chants and songs

Cartoons and stories bring natural language into the classroom and usually have humorous or emotional elements. Chants and songs consolidate the vocabulary and structures, bringing enjoyment to the class, as most 6-year-old children are great lovers of music. All these types of listening texts have pre-listening, while-listening and post-listening stages.

- Pre-listening  
Pupils look at the picture and name what they see, say what they think the characters are doing and are taught the new vocabulary from the text if necessary.
- While-listening  
Pupils follow as they listen, point to the corresponding picture, answer the teacher's questions about the events in the story or try to recognise familiar words. Some cartoons have scrambled listening: the recording is presented in a different order and pupils are supposed to match the parts to the pictures.
- Post-listening  
Cartoons and stories can be acted out; rhymes, songs and chants are practised and learned. The teacher can also discuss the moral aspect of the situation (e.g. Is it good when a room is in a mess?) or pupils' personal experiences (e.g. Do you ever have dreams?) in L1.

## Games and moving activities

Different types of games are absolutely essential for children of this age and are included in every lesson. Board games are usually used in the final lessons of a unit to summarise what has been learned. However, we do not

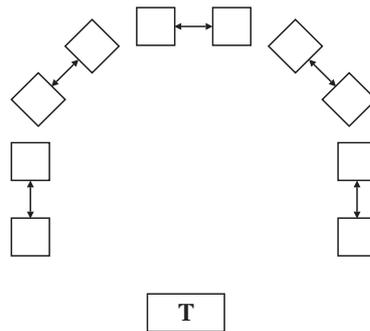
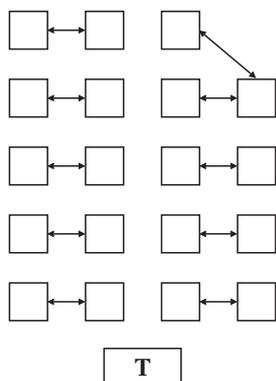
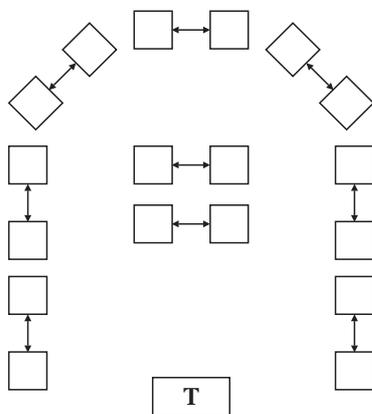
recommend encouraging a very competitive atmosphere in class, as the processes of playing with and using English are much more important than the result. Moving activities combine body movements and activities in a circle with language tasks.

### Discipline and classroom management

You should be firm, but friendly and fair. It is important to make sure children are organised and ready to start a lesson. Clear instructions are very important when organising the class for an activity. Pupils should see and hear the model of the activity or the language they are expected to produce and understand clearly what to do. Young children do not have a long concentration span; some activities settle pupils and some excite them; so they need constant stimulation and plenty of variety. We recommend different models of interaction.

- When teaching the whole class stand in a central position so that all pupils can see you.
- Sometimes children work individually, they draw, trace or colour and the teacher can circulate around the classroom giving help and talking to individual pupils.
- Pair work needs to be practised especially in large groups. Children can be paired with their neighbours but it is advisable to vary pairs. Teachers should always provide children with a model, demonstrate the dialogue themselves with a confident pupil or ask a pair to practise in front of the class. It is good to move around the classroom, prompting where necessary.

### Possible models for pair work



- Group work is extremely useful for children's development. It is best to vary the composition of groups in order to obtain different combinations of personality and ability levels. Once pupils get used to the routine of pair and group work, it will be easy for you to manage it.
- We recommend that you use English as far as possible for classroom management, as the repetition of requests, instructions and comments will provide constant reinforcement of understanding as well as an extra opportunity for pupils to acquire the language. To help you to put this into practice, we have *italicised* key phrases to be used in class throughout the TB. E.g. T: *Open your books*. The range of classroom expressions is gradually increasing.

### Evaluation and tests

Every child, especially at this age, needs encouragement. Make sure you find something to praise in every child. Formal evaluation is not required at this level. However, you may want to know the results of teaching. So tests with keys, suggested answers and recommendations are included in lesson 7, unit 4 and lesson 7, unit 9. It is extremely important to create a calm and friendly atmosphere during the test (avoid saying the word "test" to children, it should be a game for them).

### Involving parents

It is very important that parents are involved in the learning process that their children are experiencing, as support and encouragement from parents are vital elements in young children's lives and learning. We would expect pupils to share with their parents some of the things they do in their English lessons. We hope that they will want to sing the songs and say chants at home, get help from their parents while they prepare their projects and share colouring the stars in their Workbooks at the end of each unit on Do you remember? pages. These pages give pupils and their parents the opportunity to see how much vocabulary each child has assimilated in the unit, develop self-evaluation skills in young learners and involve parents in the learning process. Tell parents at the beginning of the year that pupils will be asked to show their parents how many new English words they have learnt in every unit and colour the first stars under each picture if they can say the word in the picture. The second stars are for pupils' parents to colour when they decide to return to this pages later to revise the words.

We also suggest that when you reach the end of the year (on Christmas Eve), the children might like to perform the Christmas Party to their parents. You might also like to organise a project display and acting out of pupils' favourite stories for the end-of-the year party. Awarding certificates to pupils might be a very cheerful and affecting moment that we would recommend young learners to experience as the recognition of their progress and achievements as well as the motivation of their further study.

We wish you and your class a magic first year of English!

## LIST OF ABBREVIATIONS

TB – Teacher's Book

PB – Pupil's Book

WB – Workbook

L1 – Language 1= Mother Tongue

T – the recommended words of the teacher

Ps – the recommended words of pupils

P1, P2, etc. – the recommended words of individual pupils

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# SYLLABUS

Unit	Topic / Lesson	Language competence				Songs, rhymes, chants and stories	Projects
		Functions	Pronunciation and letters	Vocabulary	Structures and grammar		
1	<b>HELLO, IT'S ME!</b>  13 lessons: 11 lessons in PB + 2 optional lessons	Greeting people Saying goodbye Giving and asking for personal information (name, age) Speaking about feelings Counting (1–10) Identifying colours Performing actions	[h], [əʊ], [w], [aʊ], [θ], [v], [t], [r], [p], [æ]	<b>Numbers:</b> one, two, three, four, five, six, seven, eight, nine, ten <b>Colours:</b> white, black, red, orange, yellow, green, blue, brown, grey, pink <b>Feelings:</b> tired, sad, happy, angry  Boy, girl Hello, hi, bye-bye; yes, no, and	What's your name? – My name's <i>Steve</i> . How old are you? – I'm <i>six</i> . How are you? – I'm OK. / I'm fine, thanks. I'm happy / tired / sad / angry.	Song "Hello" Chant "Boys, hands up!" Rhyme "One, two" Song "Rainbow"	
2	<b>MY FAMILY</b>  11 lessons: 9 lessons in PB + 2 optional lessons	Identifying family members Giving and asking for information about family Speaking about possessions Characterising people	[æ], [d], [r], [ð], [v], [h]  Rising intonation of questions: <i>Have you got ↑ a granny?</i>	<b>Family:</b> a mum, a dad, a sister, a brother, a granny, a grandad, a family <b>Pets:</b> a cat, a dog  Kind, nice He, she	I've got a <i>mum</i> . Have you got a <i>mum</i> ? I haven't got a <i>brother</i> . How's your <i>mum</i> ? – <i>She's</i> fine. Thanks. What's his / her name? – <i>Steve</i> . / <i>Maggie</i> . <i>He's</i> nice. <i>She's</i> kind. I love my family.	Song "Hello, mum" Chant "I've got a mum" Story "A great big turnip" Chant "How's your mum?" Song "Goodbye, mum"	"My family"
3	<b>I LOVE ANIMALS</b>  11 lessons: 9 lessons in PB + 2 optional lessons	Identifying animals Describing animals Giving and asking information about animals (size, colour) Speaking about physical abilities / Saying what children and animals can do	[æ], [i:], [r], [aʊ], [h], [æ], [dʒ], [w]  Falling intonation of questions and statements: <i>What's ↓ this?</i> <i>I can ↓ swim.</i>	<b>Farm animals and pets:</b> a parrot, a horse, a cow, a rabbit, a mouse, a pig, a sheep, a hamster, a fish, a frog, a hen, a chicken, a duck <b>Action words:</b> run, jump, swim, fly, climb a tree, sing, dance  Little, big It	What's this? – It's a <i>pig</i> . It's <i>little</i> .  Can you <i>swim</i> ? – Yes, I can. / No, I can't. I can <i>jump</i> . I can't <i>dance</i> . My <i>cat</i> can <i>jump</i> . It can <i>climb a tree</i> .  The article "a": <i>It's a dog</i> . <i>It's blue</i> . <i>It's big</i> . <i>It's a big cow</i> .	Chant "What's this?" Song "Old McDonald" Chant "Can you jump?" Story "Mrs Hen's secret"	"My farm"

Unit	Topic / Lesson	Language competence				Songs, rhymes, chants and stories	Projects
		Functions	Pronunciation and letters	Vocabulary	Structures and grammar		
4	<b>LOOK AT MY TOYS!</b> 12 lessons: 10 lessons in PB + 2 optional lessons	Identifying toys Describing toys Asking for things Counting toys	[dʒ], [h], [t], [aʊ], [w], [r], [ɔ:], [æ], [s], [z], [ʃ], [ɪz]	<b>Wild animals:</b> a crocodile, an elephant, a hippo, a giraffe, a monkey, a tiger, a lion, a bear, a fox, a wolf <b>Toys:</b> a teddy bear, a ball, a doll, a car	Can you give me a <i>lion</i> ? – Here you are. – Thanks.  The article “a”/“an”: <i>a hippo, an elephant</i> Zero article: <i>_rabbits</i>  Plurals: <i>a boy – boys,</i> <i>an elephant – elephants,</i> <i>a box – boxes</i>	Chant “Can you give me a lion?” Rhyme “I’ve got an orange tiger” Rhyme “S-s-s! It’s a snake!” Song “Ten little teddy bears” Christmas song Story “Why is the elephant grey?”	
5	<b>HEAD AND SHOULDERS</b> 11 lessons	Identifying parts of face and body Describing appearance (eyes, hair) Describing animals (colour, tails, number of legs) Identifying letters	[θ], [z], [ð], [d], [r], [w], [i:], [ɪ], [ŋ]  Aa, Bb, Cc, Dd, Ee, Ff	<b>Body:</b> a head, a face, ears, eyes, hair, a mouth, a nose, arms, hands, fingers, legs, feet, toes; a tail  Beautiful, blond; long, short	I’ve got <i>green</i> eyes. She’s got / He’s got <i>blond</i> hair. It’s got <i>four</i> legs.  Zero article: <i>_eyes, hair</i>  Irregular plural: <i>foot – feet</i>	Alphabet song Song “Two little eyes” Chant “I’ve got one face” Chant “She’s got one face” Song “Head and shoulders” Story “Snowman”	“My space toy”
6	<b>YUMMY!</b> 11 lessons	Identifying foods Expressing / Asking and speaking about likes and dislikes Buying food Ordering food at a cafe Treating people Identifying letters	[t], [l], [k], [s], [z], [i:], [ɪ]  Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr  Rising intonation of questions: <i>Do you like ↑ fish?</i>	<b>Food:</b> meat, sausages, a potato (potatoes), cheese, bread, chocolate, jam, ice-cream, a lemon (lemons), an orange (oranges), a banana (bananas), an apple (apples), a carrot (carrots); cakes, sweets, a pizza, soup; fish, chicken  Drinks: water, juice, tea, coffee, milk  Yummy, yuck; sweet; eat, drink	I like <i>jam</i> . I don’t like <i>soup</i> . Do you like <i>bananas</i> ? Have some <i>meat</i> , please. Have you got any <i>apples</i> ?	Chant “Have some chocolate” Rhyme “Yummy, yummy, yummy” Chant ‘One banana, two bananas’ Song “I like to eat” Story “Button soup”	“Guess my animal”

Unit	Topic / Lesson	Language competence				Songs, rhymes, chants and stories	Projects
		Functions	Pronunciation and letters	Vocabulary	Structures and grammar		
7	<b>MY HOME</b> 9 lessons	Identifying items of furniture Describing items of furniture (size, colour) Describing a room Speaking and asking about location of things in the room Identifying letters	[tʃ], [əʊ], [aʊ], [ɔ:], [r], [w], [ɑ:], [ð], [t]  Ss, Tt, Uu, Vv, Ww, Xx	<b>House:</b> a house, a room, the floor, a door, a window <b>Furniture:</b> a table, a bed, a sofa, a chair, an armchair, a carpet, a bookcase, a mirror, a TV, a lamp, a computer, a telephone <b>Prepositions of place:</b> in, on, under	Where's the <i>telephone</i> ? – (It's) <i>on</i> the <i>table</i> .	Chant "What's this?" Song "Point to the window" Chant "Where's my little hare?" Story "Goldilocks"	"A house"
8	<b>I'M A PUPIL</b> 10 lessons: 9 lessons in PB + 1 optional lesson	Identifying and describing school things Describing the location of school things in the classroom Borrowing things Identifying letters	[p], [r], [æ], [s], [z], [ɪz], [θ], [tʃ], [ɔ:]  Yy, Zz  Rising intonation of questions: <i>Can I borrow ↗ a pencil?</i>	<b>School:</b> a pupil, a teacher, a school, a classroom, the board, a desk <b>School things:</b> a bag, a book, a pencil-case, a pen, a pencil, a rubber, a ruler  Read, write, draw	I can read / <i>write</i> / <i>draw</i> . I like school. Can I borrow a <i>pencil</i> ? – Sure! Here you are.  Where's my <i>pencil</i> ? – In my pencil-case.	Chant "A black bag" Chant "Can I borrow a pencil?" Alphabet chant Story "Animal school"	"My school bag"
9	<b>I LOVE ENGLISH!</b> 12 lessons: 9 lessons in PB + 3 optional lessons		[θ], [tʃ]  Aa – Zz revision	Revision	Revision	Chant "Expedition" Story "In the morning" Revision of songs, chants and stories	"My passport"

# UNIT 1.

# HELLO, IT'S ME!

By the end of the unit pupils will be able to:

- greet people and say goodbye;
- ask people how they are and answer this question;
- give and ask for personal information (name, age);
- speak about their feelings;
- count (1–10);
- identify colours.

## Vocabulary

**Numbers:** one, two, three, four, five, six, seven, eight, nine, ten

**Colours:** white, black, red, orange, yellow, green, blue, brown, grey, pink

**Feelings:** tired, sad, happy, angry

Boy, girl

Hello, hi, bye-bye; yes, no, and

## Structures

What's your name? — My name's Steve.

How old are you? — I'm six.

How are you? — I'm OK. I'm fine, thanks.

I'm happy / tired / sad / angry.

## LESSON 1. HELLO, MY NAME'S STEVE

<b>Aim</b> To present characters of the text-book  To teach pupils how to introduce themselves and greet each other  To develop listening skills	<b>New language</b> Magic Box, Maggie, Steve, Mrs Bell, Mr Compy, Lucky, Fluffy, Peter the Parrot  My name's <i>Steve</i> . Hello, hi, bye-bye  What's your name?* Pupil's Book*, Workbook* Stand up!* Sit down!*	<b>Recycling</b> International words
<b>Pronunciation</b> [h] — 'дует на зеркало' [əʊ] — 'удивляется'	<b>Classroom language</b> Open your Pupil's Books. Close your Pupil's Books. Open/Close your Workbooks. Listen and repeat. Listen and point. Sing the song.	<b>You will need</b> Character flashcards Magic Box (make it yourself) Paper or card circles and safety pins (alternatively, a piece of string) for each pupil  <b>Pupils will need</b> coloured pencils

## 1. Introduction

Greet the class and introduce yourself. T: *Hello! I'm your English teacher. My name's ...* Repeat your own introduction, pointing to yourself.

Use gestures to show you want pupils to introduce themselves. T: *What's your name?* Encourage them to respond. P1: *Tanya* (one word is enough at this stage). Ask all the pupils in the class their names.

### Speak about the English language

Ask pupils in L1 if they know what language you are speaking to them. Elicit the names of any countries where English is spoken. Explain to pupils that English is an international language and is also used in Belarus.

### International words

Ask the class in L1 if they know any English words. Accept all responses at this stage regardless of pronunciation. Then say that you will show that pupils already know many more English words than they think. As you say the words, ask whether they remind pupils of any words in L1. T: *Stop, football, volleyball, hockey, computer, radio, television, cowboj, banana*, etc.

### Introducing Magic Box

Show the class your Magic Box. T: *Magic Box*. Tell pupils in L1 that Magic Box has always got some secrets for children and it will help them learn English. Then, take the flashcards out of the box one by one, put them on the board and introduce the characters of the textbook to pupils recapping the names. T: *Maggie / Steve / Mrs Bell / Mr Compy / Lucky / Fluffy / Peter the Parrot*. T: *Maggie*. Ps: *Maggie*.

T: *Steve*. Ps: *Steve*.

T points to Maggie, Ps: *Maggie*. T points to Steve, Ps: *Steve*.

T: *Mrs Bell*. Ps: *Mrs Bell*.

T points to Maggie, Ps: *Maggie*. T points to Steve, Ps: *Steve*. T points to Mrs Bell, Ps: *Mrs Bell*. Etc.

### Introducing Pupil's Book and Workbook

Tell the class in L1 that their English textbook is called "Magic Box" and it is actually two books — a Pupil's Book and a Workbook. Hold up your PB and say: *Pupil's Book*. Then hold up your WB and say: *Workbook*. Ask the class in which book they think they are going to draw and colour. Tell them it is very important not to do any of the exercises before the lesson.

If pupils are very eager to look through the pages of their new books, allow them to do it but set a time limit for that.

### Unit presentation

T: *Open your Pupil's Books*. Hold up your PB open at the introductory page for Unit 1. Encourage pupils to do the same. Point to the pictures and say the words in English. T: *Taxi, telephone, hot dog, hamburger, football, hotel, cafe*. Invite pupils to point to the pictures as they hear the words.

Tell pupils in this unit they will learn to ask and answer some personal questions, they will also learn numerals 1–10 and some colours.

## 2. Structure presentation and practice



### Presentation (PB, ex. 1)

T: *Open your Pupil's Books*. Hold up your PB and point to the correct page. If necessary, write the number of the page on the board. Ask pupils if they remember the characters' names. T: *Listen and point*.

### Tapescript

Maggie: Hello! My name's Maggie.

Steve: Hello! My name's Steve.

Mrs Bell: Hello! My name's Mrs Bell.

Mr Compy: Hello! My name's Mr Compy.

Lucky: Woof-woof! My name's Lucky.

Fluffy: Miaow-miaow! My name's Fluffy.

Peter the Parrot: Hi! My name's Peter the Parrot.

Magic Box: Hello! My name's Magic Box.

Ask pupils in L1 what the characters have said. Elicit from them how the characters greeted pupils. Ps: *Hello! Hi! Woof-woof! Miaow-miaow!*

### Pronunciation

Ask pupils in L1 if they want to greet the characters in English. To do that, they need to pronounce the sounds and the words correctly.

Draw pupils' attention to Mrs Bell (use the flashcard) and explain in L1 that she will help pupils to pronounce English sounds well. Tell pupils that some English sounds are quite similar to Russian sounds, but some are very different. As all the English sounds are Mrs Bell's best friends, she will be happy to introduce them to pupils.

T (in L1): *Mrs Bell wants to look into the mirror. She blows on the mirror*: [h] [h] [h]. Imitate the action by blowing on your hand and encourage pupils to do the same.

T: *Listen and repeat*: [h] — *hello*.

T: *Mrs Bell has come with a friend who is always surprised* — [əʊ] [əʊ] [əʊ]. *Listen and repeat*: [əʊ] — *hello*.

T: *Mrs Bell wants to teach you to introduce yourselves. Listen and repeat*: [m] — *my*; [n] — *name; name's; my name's*.

### Practice

Divide the class into eight groups, the number of pupils doesn't have to be equal. Hand out the character flashcards to the groups of pupils and tell them to listen to the cassette again and when you stop the cassette, repeat "their" words.

Collect the character flashcards, then select them randomly and speak to individual pupils. T: *Hello! My name's Maggie*. Encourage pupils to respond. P1: *Hello! My name's Marina*.

## 3. Moving activity (Greet your partners)

Using a gesture, invite the class to stand up. T: *Stand up!* Then tell pupils in L1 to say *Hello* first to their partners on the left and then to their partners on the right. Finally, say *Sit down* and demonstrate the action with a gesture.

#### 4. Song "Hello" (PB, ex. 2)

##### Pre-listening

Arrange the character flashcards in different parts of the classroom. Say: *Stand up*.

##### While-listening

Tell pupils to listen to the song and turn to the corresponding flashcards when they hear the characters introduce themselves. T: *Listen and turn*. (Demonstrate the action with gestures).

##### Tapescript

Maggie: Hello, my name's Maggie. Hello, my name's Maggie.

Chorus: Hello, hello, Maggie. Hello, hello!

Steve: Hello, my name's Steve. Hello, my name's Steve.

Chorus: Hello, hello, Steve. Hello, hello!

Lucky: Woof-woof, my name's Lucky. Woof-woof, my name's Lucky.

Chorus: Hello, hello, Lucky. Hello, hello!

Fluffy: Miaow, my name's Fluffy. Miaow, my name's Fluffy.

Chorus: Hello, hello, Fluffy. Hello, hello!

Peter the Parrot: H-e-l-l-o!

Say the words of the song, invite pupils to repeat them after you. You may either say individual words for repetition or use the backchaining technique.

T: *Maggie*. Ps: *Maggie*.

T: ... *name's Maggie*. Ps: ... *name's Maggie*.

T: ... *my name's Maggie*. Ps: ... *my name's Maggie*.

T: *Hello, my name's Maggie*. Ps: *Hello, my name's Maggie*.

Play the cassette again. Encourage pupils to turn to the character flashcards and join in with the words. Then say: *Sit down*.

##### Post-listening

Divide the class into five groups. Say: *You're Maggie's / Steve's / Luckies / Fluffies / Peter the Parrots*. Hand out the corresponding character flashcards to the groups and

tell them to sing "their" verses. Say: *Sing the song*. Encourage pupils to sing the chorus together.

#### 5. Workbook activities

##### Ex. 1

T: *Open your Workbooks* (demonstrate).

Point to Steve and tell pupils in L1 that today they are going to make name badges and write their names in English on them. Ask pupils to look at the pictures in the exercise and say what materials they need for making badges and how name badges are made.

Provide each pupil with a paper or card circle. Make sure everyone has got coloured pencils on their desks. Go round the classroom asking the pupils: *What's your name?* Help each pupil to write their names in English. Use safety pins to attach the badges to pupils' clothes. If safety pins are unavailable, an alternative is a piece of string to wear the badges around the pupils' necks.

##### Ex. 2

Make sure pupils have their pencils ready. Tell pupils to trace the pictures, identify the characters and greet them. Ps: *Hello, Maggie*, etc.

T: *Close your Workbooks*. (demonstrate).

#### 6. Round-up

Ask pupils what English words (international words) they already know.

Say goodbye to the class and wave your hand: *Bye-bye*.

Then say goodbye to every pupil. T: *What's your name?*

P1: *My name's Sasha*. T: *Bye-bye, Sasha*. P1: *Bye-bye*.

Etc.

## LESSON 2. WHAT'S YOUR NAME?

<p><b>Aim</b> To teach pupils how to ask about people's names To develop listening skills</p>	<p><b>New language</b> What's your name? Be quiet!*</p>	<p><b>Recycling</b> Hello, hi, bye-bye My name's <i>Sasha</i>.</p>
<p><b>Pronunciation</b> [w] – 'как рыбка' [h] – 'дует на зеркало' [əʊ] – 'удивляется'</p>	<p><b>Classroom language</b> Good boy! Good girl! Open / Close your Pupil's Books. Open / Close your Workbooks. Stand up. Sit down. Work in pairs. Listen and repeat. Listen and point. Listen and match. Sing the song. Act out. Let's play. Come to me.</p>	<p><b>You will need</b> Flashcards: Mrs Bell, Steve, Maggie Magic Box, Lucky, Fluffy <b>Pupils will need</b> their name badges</p>

## 1. Warm-up

T: *Hello!* Ps: *Hello!* T: *Hi!*

Show the character flashcards to the class and invite pupils to greet the characters. Ps: *Hello, Maggie! Hi, Steve!* Etc.

 Song "Hello". T: *Sing the song!*

## 2. Structure presentation and practice

### Presentation

Introduce yourself again and tell pupils in L1 that you would like to remember their names. T: **What's your name?** P1: *My name's Sasha.* P2: *My name's Tanya.* Etc. Ask pupils to put their name badges on and introduce themselves taking turns. Praise them for their work. T: *Good boy! Good girl!*

### Pronunciation

T (in L1): *Mrs Bell blows on the mirror.* [h] [h] [h]. *Listen and repeat:* [h] – *hello.*

T: *One of Mrs Bell's friends is surprised:* [əʊ][əʊ][əʊ]. *Listen and repeat:* [əʊ] – *hello.*

T: *Another of Mrs Bell's friends opens its mouth like a fish:* [w] [w] [w]. *Listen and repeat:* [w] – *what, what's your name?*

Make sure pupils don't pronounce [w] like the Russian sound [в]. Ask pupils to pronounce it isolated, in words and then in phrases. Correct their pronunciation if necessary.

Ask pupils to raise their hands when they hear the sound [w]: *name, bye, what, hi, quiet.*

### Practice

Take the flashcards of the characters in your hands so that pupils can't see them. Invite the class to ask *What's your name?* in chorus. Show them the flashcard and say: *My name's Mrs Bell.* Etc.

## 3. Cartoon (PB, ex. 1)

### Pre-listening

T: *Open your Pupil's Books* (demonstrate). Invite pupils to look at the pictures and guess in L1 where the characters are and what they are talking about.

### While-listening

T: *Listen and point.*

### Tapescript

Maggie: *Hello! What's your name?*

Steve: *Hi! My name's Steve. What's your name?*

Maggie: *My name's Maggie.*

Mrs Bell: *Be quiet! Sh-sh!*

Ask pupils if they understand what *Be quiet! Sh-sh!* means. Explain it to them in L1, if necessary.

Pupils listen to the cassette again and join in with Mrs Bell's words: *Be quiet! Sh-sh!*

### Post-listening

Divide the class into three large groups: "Mrs Bells", "Steves" and "Maggies". Tell pupils to listen to the cassette again and when you stop the cassette, repeat "their" words. Do the same without the cassette.

Then divide the class into groups of three people, assign the roles and encourage pupils to act out the situation in chorus. Next, let pupils work in their small groups practising the dialogue.

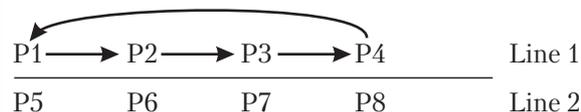
Invite any group of pupils to act out the cartoon in front of the class. T: *Act out.*

T: *Close your Pupil's Books.* (demonstrate)

## 4. Moving activity (Two lines)

T: *Stand up!* (use the gesture). *Let's play* (translate). *Come to me* (use the gesture).

Divide the class into two groups. Ask pupils to stand in two lines facing each other (P1 faces P5). When you say 1-2-3, pupils in Line 1 start speaking to their partners in Line 2.



P1: *Hello.*

P5: *Hello. What's your name?*

P1: *My name's Tanya. What's your name?*

P5: *My name's Sasha. Bye.*

P1: *Bye-bye.*

Next, pupils in Line 1 move as shown in the picture by the arrows and the procedure is repeated with new partners.

T: *Sit down* (use the gesture).

## 5. Workbook activities

### Ex. 1

T: *Open your Workbooks* (demonstrate).

Explain to pupils in L1 that the characters are greeting each other and then introducing themselves. T: *Listen and match.*

### Tapescript

Maggie: *Hello! My name's Maggie. What's your name?*

Peter the Parrot: *Hi, Maggie! My name's Peter the Parrot.*

Steve: *Hello! My name's Steve. What's your name?*

Lucky: *Hi, woof-woof! My name's Lucky.*

Mr Compy: *Hello! My name's Mr Compy. What's your name?*

Mrs Bell: *Hi! My name's Mrs Bell.*

Magic Box: *Hello! My name's Magic Box. What's your name?*

Fluffy: *Miaow. Hi! My name's Fluffy.*

Check pupils' answers. T: *Steve.* Ps: *Lucky.* Etc.

➔ **Key:** Maggie – Peter the Parrot; Steve – Lucky; Mr Compy – Mrs Bell; Magic Box – Fluffy.

### Ex. 2

Draw pupils' attention to the silhouettes of the characters. Ask pupils if they have guessed whose silhouettes they are. T: *Work in pairs*. P1 points to a character, P2 greets him/her: *Hello, Maggie*. Etc. Go round the classroom and help pupils if needed. T: *Close your Workbooks* (demonstrate).

### 6. Round-up

Hide the character flashcards behind your back. Encourage the class to ask their names. Ps: *What's your name?* T: *My name's Steve*. Show the flashcard to pupils and invite them to say goodbye to the character. Ps: *Bye-bye, Steve!* Ask pupils their names and say *Bye-bye* to everyone.

## LESSON 3. HELLO, BOYS AND GIRLS!

<p><b>Aim</b> To present and practise vocabulary To teach pupils how to ask and answer how they are To develop listening skills</p>	<p><b>New language</b> A boy, a girl How are you? – I'm OK. Boys*, girls* Jump*, run*, turn around*, hands up/down* I'm fine, thanks*.</p>	<p><b>Recycling</b> Hello, hi, bye-bye What's your name? – My name's <i>Tanya</i>.</p>
<p><b>Pronunciation</b> [aʊ] – 'восхищается' [h] – 'дует на зеркало'</p>	<p><b>Classroom language</b> Open / Close your Pupil's Books. Open / Close your Workbooks. Sing the song. Listen and repeat. Look at the pictures. Listen and point. Listen and tick or cross. The lesson is over.</p>	<p><b>You will need</b> Flashcards: Mrs Bell, Maggie, Steve</p>

### 1. Warm-up

Greet each pupil individually. T: *Hi! What's your name?* P1: *Natasha*. T: *Hello, Natasha*. Etc. Set up a chain of questions and responses around the class. P1: *Hello! My name's Olga. What's your name?* P2: *My name's Anton. What's your name?* Etc.

 Song "Hello". T: *Sing the song*.

Steve: *Hello! How are you?*  
Maggie: *I'm OK*.

#### Pronunciation

T (in L1): *Mrs Bell has come. She blows on the mirror*: [h] [h] [h]. Listen and repeat: [h] – *hello, how are you?*  
T: *Mrs Bell has come with a friend, who admires her*: [aʊ] [aʊ] [aʊ]. Listen and repeat: [aʊ] – *how, how are you*.

#### Practice

Say that you would like to know if pupils are OK. Ask each pupil: *How are you?* P: *I'm OK*.

#### CULTURE NOTE

Say that English people can also respond *I'm fine, thanks*. Say that it is a more polite answer.

Invite pupils to ask you: *How are you?* Help them to pronounce the structure well (*you, are you, How are you?*) Ps: *How are you?* T: *I'm OK. / I'm fine, thanks*.

### 2. Vocabulary presentation and practice

#### Presentation

Show the flashcard with Steve and say: **a boy**, then point to a boy in the class and say 'a boy'. Ask pupils to repeat the word after you. Show the flashcard with Maggie and say: **a girl**, then point to a girl in the class and say 'a girl'. Pupils repeat the word.

#### Practice

Say any Russian name, e.g. *Pavel*. Then ask: *A boy or a girl?* Ps: *A boy*. T: *Natasha*. Ps: *A girl*.

### 3. Structure presentation and practice

#### Presentation

Take flashcards with Steve and Maggie and explain to pupils in L1 that the characters will say something that people usually say when they see each other. Act out the conversation:

### 4. Moving activity (Two lines)

See the instruction in Unit 1, lesson 2, activity 4.

P1: *Hello*.  
P5: *Hello. What's your name?*  
P1: *My name's Tanya. What's your name?*  
P5: *My name's Sasha. How are you?*  
P1: *I'm OK. How are you?*  
P5: *I'm fine, thanks. Bye-bye*.  
P1: *Bye-bye*.

## 5. Cartoon (PB, ex. 1)

### Pre-listening

T: *Open your Pupil's Books. Look at the pictures. Ask pupils what characters they can see in the pictures and where the characters are.*

### While-listening

T: *Listen and point.*

#### Tapescript

1

Mrs Bell: Hello, boys and girls!

Pupils: Hello, Mrs Bell!

2

Mrs Bell: Hello, Steve! How are you?

Steve: Hello, Mrs Bell! I'm OK, thanks.

3

Mrs Bell: Hello, Maggie! How are you?

Maggie: Hello, Mrs Bell! I'm OK, thanks.

4

(noise)

5

Mrs Bell: How are you, Steve?

Steve: I-I-I'm fine, thanks.

Ask pupils in L1 what happened in the cartoon and if they have ever been in Steve's situation. If yes, ask them how they felt then.

### Scrambled listening

Explain to the class in L1 that you will play the cassette again, but this time the dialogues will change their places.

T: *Listen and point.*

➔ **Key:** 3, 1, 4, 5, 2.

### Tapescript (in PB)

Play the cassette again with pauses for repetition.

### Pronunciation

T (in L1): *Mrs Bell's got a friend, who admires her:* [aʊ] [aʊ] [aʊ]. *Listen and repeat:* [aʊ] – *how, down, around, turn around.*

Play the cassette again. Encourage pupils to join in with the actions.

Give different commands to boys and girls. T: *Boys! Stand up, hands up, hands down, run, stop, turn around! Girls! Stand up, sit down, stand up, hands up, hands down, jump, turn around!*

T: *Close your Pupil's Books!*

## 7. Workbook activities



### Ex. 1

Tell pupils in L1 to listen to the cassette and put a tick in the box if the sentence on the cassette is right or put a cross in the box if the sentence is wrong. T: *Listen and tick or cross.*

#### Tapescript

1. I'm a boy. 2. I'm a boy. 3. I'm a girl. 4. I'm a girl.

➔ **Key:** 1.  2.  3.  4.

### Ex. 2

Tell pupils to trace the pictures of boys and girls. When they finish their work, encourage them to name the pictures: *a boy, a girl*, etc.

Allow them some time for colouring in. T: *Close your Workbooks.*

## 6. Chant "Boys, hands up!" (PB, ex. 2)

Ask pupils to point to the pictures and say if they are boys or girls. Ps: *A boy, a boy, a girl, a girl, etc.*

T: *Listen and point.*

## 8. Round-up

Say goodbye to the class: *The lesson is over. Bye-bye, boys! Bye-bye, girls.*

## LESSON 4. ONE, TWO, THREE, FOUR, FIVE

<p><b>Aim</b> To present and practise vocabulary To teach pupils how to count from 1 to 5 To develop speaking skills</p>	<p><b>New language</b> Yes, no One, two, three, four, five What's your phone number?*Climb a tree*, fly*, swim*</p>	<p><b>Recycling</b> A boy, a girl Jump*, run*, hands up/down*, turn around* How are you? – I'm OK. I'm fine, thanks.</p>
<p><b>Pronunciation</b> [w] – 'как рыбка' [θ] – 'дразнится' [v] – 'показывает зубки'</p>	<p><b>Classroom language</b> Sing the song. Repeat after me. Let's play. Listen and repeat. Work in pairs. Point and say. Trace and say. Listen and join.</p>	<p><b>You will need</b> Flashcard: Mrs Bell Number flashcards: 1–5 Magic Box</p>

## 1. Warm-up

T: *A boy, a boy* (pointing to the boys). *Hello, boys! A girl, a girl* (pointing to the girls). *Hello, girls! How are you?*  
Ps: *I'm OK. / I'm fine, thanks.*

 Song "Hello". T: *Sing the song.*

## 2. Vocabulary presentation and practice

### Presentation 1

Say that today pupils will learn two very little but very important words: **Yes** (nod your head) and **No** (shake your head). T: *Repeat after me. Yes. No. Yes. No* (nod and shake your head). Ps: *Yes. No. Yes. No* (pupils nod and shake their heads).

### Practice 1

T: *Let's play. Say 'yes' or 'no'. Natasha is a boy.*

Ps: *No!*

T: *Anya is a girl.*

Ps: *Yes! Etc.*

### Presentation 2

Start counting the boys in the class: *A boy, a boy, a boy, a boy. One, two, three, four, five.* Then count the girls: *A girl, a girl, a girl. One, two, three, four, five.*

Then, take the number flashcards out of the Magic Box one by one, put them on the board and introduce the numbers to pupils recapping the words. T: **One, two, three, four, five.**

T: *One.* Ps: *One.*

T: *Two.* Ps: *Two.*

T points to number 1, Ps: *One.* T points to number 2, Ps: *Two.*

T: *Three.* Ps: *Three.*

T points to number 1. Ps: *One.* T points to number 2. Ps: *Two.* T points to number 3. Ps: *Three.* Etc.

### Pronunciation

T (in L1): *The sound [w] opens its mouth like a fish: [w] [w] [w]. Listen and repeat: [w] – one, quiet, what, what's your name?*

T: *The sound [θ] is very naughty. It likes teasing children: [θ][θ][θ]. Explain to pupils that to pronounce [θ] they should put the tongues between their teeth. T: Listen and repeat. [θ] – three, thanks, I'm fine, thanks.*

T: *The sound [v] has very nice white teeth. It is very proud and shows its teeth: [v] [v] [v]. Listen and repeat: [v] – five, I'm five.*

Ask pupils to repeat the words after you together and individually.

### Practice 2

Demonstrate counting your fingers on one hand: *One, two, three, four, five.* Encourage pupils to do the same and say the words: *One, two, three, four, five.*

## CULTURE NOTE

Explain to the class the difference in counting fingers: the Russian manner is to bend the fingers starting with the smallest one, whereas English people release their fingers starting with the thumb.

Put the number flashcards on the board and elicit the words. If pupils can do it well, gather speed while showing the flashcards.

Say the numbers at random and ask pupils to show you the corresponding number of fingers.

## OPTIONAL

Invite pupils to count the boys and girls in the classroom.

### Rubbing the numbers out

Write the numbers 1–5 on the board. Ask a pupil to come to the board and rub out the numbers you name. Ask pupils to take over and act as a teacher.

### PB, ex. 1

T: *Open your Pupil's Books. Point and say.* Pupils work in pairs. They point to the numbers and name them.

## 3. Role play (PB, ex. 2)

Ask pupils to look at the pictures and say the phone numbers in chorus. T: *One. What's your phone number?* Ps: *12354.* T: *Two. What's your phone number?* Ps: *25413.* Etc.

## CULTURE NOTE

Explain to the class that in Britain people *very often* answer the phone by saying their phone number first.

Demonstrate the role play to the class changing your voice.

T: *I'm number one.* Imitate a phone ringing: *Trr-trr-trr.*

T (role 1): *12354.*

T (role 2): *Hello!*

T (role 1): *Hi! How are you?*

T (role 2): *I'm OK. How are you?*

T (role 1): *I'm fine, thanks. Bye!*

T (role 2): *Bye-bye!*

Rehearse the roles with the class (picture 1). First, tell all the pupils to repeat all the words after you (picture 1). Then divide the class into two groups: role 1 and role 2 and repeat the dialogue (picture 1).

T: *Work in pairs.* Pupils practise the dialogue, let them choose any picture in ex. 2.

Finally, ask some pairs to perform the activity in front of the class.

## 4. Moving activity

### ("Boys, hands up!")

Pupils say the chant "Boys, hands up!" and do the actions.

Tell pupils in L1 to pretend to be monkeys that like copying actions after others. Say some action words, do those actions and encourage pupils to follow you.

T: *Stand up! Sit down! Jump! Run! Fly! Swim! Climb a tree! Hands up! Hands down! Turn around!*

## 5. Workbook activities

### Ex. 1

Ask pupils to trace and say the numbers.



### Ex. 2

Ask pupils to listen to the cassette and join the small numbers in circles to find the hidden numbers. T: *Listen and join.*

#### Tapescript

1. Two, five, one, four, three.
2. Three, two, five.
3. Two, three, one, five, four.

☞ **Key:** 1. Four. 2. One. 3. Two.

### Ex. 3

Ask pupils to look at the dog and name its numbers. Ask the class to help the dog find the missing numbers from 1 to 5 and write them down on the blocks in the picture.

☞ **Key:** 3, 4.

## 6. Round-up

T: *Boys, stand up! Bye-bye, boys.*  
*Girls, stand up! Bye-bye, girls.*

## LESSON 5. HOW OLD ARE YOU?

<p><b>Aim</b>          To present and practise vocabulary          To teach pupils how to count from 6 to 10          To teach pupils how to ask and speak about their age          To develop listening and speaking skills</p>	<p><b>New language</b>          Six, seven, eight, nine, ten          How old are you? – I'm six.          Open the door.*          Crosses and ticks.*          Sorry, I'm late.*          Say it again.*</p>	<p><b>Recycling</b>          Numbers: 1–5          A boy, a girl          What's your name? – My name is <i>Tanya</i>.          How are you? – I'm OK. / I'm fine.          My phone number is ...          Bye-bye.</p>
<p><b>Pronunciation</b>          [t] – 'на заборчике'</p>	<p><b>Classroom language</b>          Listen and draw. Listen and repeat.          Let's play. Close / Open your eyes.          What's missing? Look at the picture.          Point and say. Listen and match.          Colour. The lesson is over.</p>	<p><b>You will need</b>          Flashcards: Lucky, Mr Comp, Mrs Bell          Number flashcards: 1–10          Magic Box  <b>Pupils will need</b> coloured pencils.</p>

## 1. Warm-up

T: *Hello, boys! Hello, girls!*

T: *Hello, Petya! How are you?* Etc. Encourage pupils to ask you and then each other *How are you?*



Chant 'Boys, hands up!'

T: *Six.* Ps: *Six.*

T: *Seven.* Ps: *Seven.*

T points to number 6, Ps: *Six.* T points to number 7, Ps: *Seven.*

T: *Eight.* Ps: *Eight.*

T points to number 6, Ps: *Six.* T points to number 7, Ps: *Seven.* T points to number 8, Ps: *Eight.* Etc.

### Pronunciation

T (in L1): *Mrs Bell has got a friend who likes to sit on the fence:* [t] [t] [t]. Explain to pupils that we all have got "a fence" behind our upper teeth. T: *Listen and repeat:* [t] – *two, eight, ten.*

### Practice (PB, ex. 1)

T: *Open your Pupil's Books. Point and say.*

Pupils work in pairs. They point to the numbers and name them.

T: *Let's play.* Put the number flashcards (1–10) on the board. Then say: *Goodbye, one eye! Goodbye, two eyes! Close your eyes.* Next, take any flashcard from the board

and hide it behind your back. Say: *Open your eyes. What's missing?* Pretend to look puzzled. Elicit from pupils the missing number, show it to the class when you get the correct answer: *Yes, number three.*

Ask pupils to count their fingers on both hands. First, do it together; then let pupils work in pairs.

### 3. Structure presentation and practice

#### Presentation

Tell pupils in L1 that today Lucky has a birthday. Invite them to guess how old Lucky is. Ps: *Three! Four! Seven!* Etc. Then say that Mr Compay can help them to know Lucky's age. T: *Listen to Mr Compay.* Demonstrate the dialogue between Mr Compay and Lucky.

Mr Compay: **How old are you, Lucky?**

Lucky: *Woof-woof! I'm two.*

#### Practice

Invite pupils to pretend to be "Luckies" and answer your question. T: *How old are you, Lucky?* P1 (Lucky): *Woof-woof! I'm two.*

Ask pupils how old they really are. T: *How old are you?* P1: *I'm six / seven.*

### 4. Moving activity (Two lines)

See the instruction in Unit 1, lesson 2, activity 4.

P1: *Hello.*

P5: *Hello. What's your name?*

P1: *My name's Tanya. What's your name?*

P5: *My name's Sasha. How are you?*

P1: *I'm OK. How are you?*

P5: *I'm fine, thanks. How old are you?*

P1: *I'm six. How old are you?*

P5: *I'm seven. Bye-bye.*

P1: *Bye-bye.*

### 5. Rhyme "One, two" (PB, ex. 2)

#### Pre-listening

T: *Look at the pictures.* Invite pupils to point to the numbers and say them. Ps: *One, two, three, four, five, six, seven, eight, nine, ten.*

Discuss in L1 what is happening in the pictures and what words might the people in the pictures be saying.

➡ **Key:** Picture 1 — Two friends are greeting each other: *How are you?* Etc.

Pre-teach the new words: *Open the door* (demonstrate). / *Crosses and ticks* (draw on the board). / *Sorry, I'm late* (translate). / *Say it again* (translate).

#### While-listening

T: *Listen and point.*

### Tapescript (in PB)

T: *Listen and repeat.* Say the words, word combinations and sentences from the rhyme and get pupils to repeat them after you for pronunciation practice. Use gestures when possible.

Say the first lines in the verses and encourage pupils to finish the verses. T: *One, two.* Ps: *How are you?* Etc.

Play the cassette again and encourage pupils to join in with the words and actions.

### 6. Workbook activities



#### Ex. 1

Ask pupils to look at the pictures and say what characters they can see. Then ask: *How old is Steve? How old is Maggie?* Look puzzled, shrug your shoulders and say: *I don't know.* Then say: *Listen and draw.* Pupils draw the number of candles corresponding to the age.

#### Tapescript

Lucky: *My name's Lucky. Woof-woof. I'm two.*

Steve: *My name's Steve. I'm six.*

Maggie: *My name's Maggie. I'm six.*

Fluffy: *My name's Fluffy. Miaow, I'm three.*

Peter the Parrot: *My name's Peter the Parrot. I'm three.*

To check the answers ask pupils to pretend to be the characters and say their age. P1: *My name's Lucky. I'm two.* Etc.



#### Ex. 2

Remind pupils of the word combination 'My phone number' by saying and writing on the board your own telephone number. T: *My phone number is 261495.*

Ask pupils to say the phone numbers in the pictures. Then say: *Listen and match.*

#### Tapescript

Steve: *I'm Steve. My phone number is 23617.*

Maggie: *I'm Maggie. My phone number is 23649.*

Mrs Bell: *I'm Mrs Bell. My phone number is 23657.*

#### Ex. 3

Tell pupils to look at the picture carefully and find the numbers hidden in it. They may work in pairs to help each other find all the numbers. Allow pupils some time to colour the numbers.

### 7. Round-up



Rhyme "One, two".

T: *The lesson is over. Bye-bye!*

## LESSON 6. WHAT COLOUR?

<p><b>Aim</b> To present and practise vocabulary To develop listening and speaking skills</p>	<p><b>New language</b> Green, yellow, red, blue And Nice* Look! I'm yellow!* How many?* What colour?*</p>	<p><b>Recycling</b> Numbers: 1–10 How old are you? – I'm six. Jump, hands up, hands down, turn around, climb a tree, close your eyes, run, jump</p>
<p><b>Pronunciation</b> [r] – 'рычит'</p>	<p><b>Classroom language</b> Listen and point. Let's play! Work in pairs. Look at the picture. Who can you see? Listen and follow the pictures. Listen and colour. Listen and check. What number?</p>	<p><b>You will need</b> Colour flashcards (make them yourself) or coloured pencils Character flashcards Magic Box <b>Pupils will need</b> coloured pencils.</p>

### 1. Warm-up

 Rhyme "One, two".

Invite pupils to count the boys and girls in the class.

T: *How many boys?* Ps: *One, two, three...* T: *How many girls?* Ps: *One, two, three...*

Ask individual pupils: *How old are you, Tanya?* Etc.

have. Ps: *Red!* Say *No* until they have guessed.  
Ask pupils to take over and act as a teacher.

#### PB, ex. 1

T: *Look at the picture.* Point to the T-shirts in the picture and ask pupils to name the colours of them. T: *What colour?* Pupils work together as a class.

T: *Work in pairs.* Pupils name the colours of the T-shirts, shorts and socks in the picture. Go round the classroom and help pupils if necessary.

### 2. Vocabulary presentation and practice

#### Presentation

T: *I've got something in my Magic Box. Magic Box, open!*  
Encourage the class to repeat after you: Ps: *Magic Box, open!*

Take the colour flashcards (or coloured pencils) out of the Magic Box one by one, put them on the board and introduce the colours to pupils recapping the words.

T: **Blue, red, yellow, green.**

T: *Blue.* Ps: *Blue.*

T: *Red.* Ps: *Red.*

T points to *blue*, Ps: *Blue.* T points to *red*, Ps: *Red.*

T: *Yellow.* Ps: *Yellow.*

T points to *blue*, Ps: *Blue.* T points to *red*, Ps: *Red.*

T points to *yellow*, Ps: *Yellow.* Etc.

#### Checking understanding

Shuffle the flashcards and show one of them to pupils. Say any word from the lexical set, e.g. *blue*. If the flashcard and the word match, pupils say *Yes*, if not, they say *No*.

Say a colour word and ask pupils to point to the objects in the classroom which are the same colour. T: *Listen and point.*

#### Pronunciation

T (in L1): *Mrs Bell is afraid of this sound because it is always angry and roars at all the people:* [r] [r] [r]. *Listen and repeat:* [r] – *three, red, green.*

#### Practice

T: *Let's play!* Hold any colour flashcard so that pupils can't see it. T: *What colour?* Pupils guess the colour you

### 3. Cartoon (PB, ex. 2)

#### Pre-listening

T: *Look at the pictures. Who can you see?* Ps: *Steve! Maggie! Lucky! Peter!*

#### While-listening

T: *Listen and follow the pictures.*

#### Tapescript

1

Peter the Parrot: *Look! What a nice colour!*

Steve: *Yes.*

2

(sound of falling)

All: *Oh, dear!*

3

Maggie: *Ha-ha-ha! Lucky is blue and yellow.*

Lucky: *Yes, I'm blue and yellow, what about you?*

4

Maggie: *Look! I'm yellow.*

Steve: *I'm red.*

Peter the Parrot: *I'm blue.*

Ask pupils what has happened to the characters in the story.

#### Post-listening

Ask pupils to guess the meaning of the word **and**.

Ask them to look at the pictures and point to the characters you say words for. Encourage the class

to repeat after you. T: *Look! I'm blue and yellow!* Pupils point to Lucky and repeat after you. Etc.  
T: *Work in pairs.* P1 says a sentence, P2 points to the corresponding picture. Allow pupils to swap roles.

**OPTIONAL**

Divide the class into groups of four: *Steve, Maggie, Lucky and Peter* and ask them to act out the cartoon. Walk around the classroom and listen to the groups.

**4. Moving activity (Listen and do)**

T: *Stand up, boys and girls!* Say action words to the class and encourage them to do the corresponding actions: *Jump. Hands up. Hands down. Turn around. Open your Pupil's Books. Climb a tree. Close your eyes. Open your eyes. Swim.* Etc.

Divide the class into four groups: "Red", "Yellow", "Blue" and "Green". You may give the captains of the groups the matching colour flashcards or coloured pencils. Then say the colours at random and give different instructions to the groups: *Blue, jump!* Pupils from *Blue group* jump. Etc.

**5. Workbook activities**



**Ex. 1**

Point to the pencils in the picture and ask: *How many?* Encourage the pupils to count the pencils together. Ps: *One, two, three, ... eight.*

Tell pupils to listen to the cassette and mark the colours. They will have enough time for colouring later. T: *Listen and colour.*

**Tapescript**

One — blue. Two — green. Three — yellow. Four — red. Five — red. Six — yellow. Seven — green. Eight — blue.

T: *Listen and check.*

Allow pupils some time to finish colouring the pencils.

**Ex. 2**

Ask pupils to look at the picture, find the hidden numbers in it and then colour them. Go round the classroom and ask individual pupils: *What number? What colour?*

**6. Round-up**

T: *What colour do you like?* P1: *Red.*

**LESSON 7. RAINBOW**

<p><b>Aim</b> To present and practise vocabulary To develop speaking skills</p>	<p><b>New language</b> Orange, pink, purple, white Rainbow*</p>	<p><b>Recycling</b> Colours Numbers What colour?*</p>
<p><b>Pronunciation</b> [p] — 'пыхтит' [r] — 'рычит' [w] — 'как рыбка'</p>	<p><b>Classroom language</b> Listen and repeat. Repeat after me. Look at the picture. What's this? Who can you see? Let's sing. Count. Listen and colour.</p>	<p><b>You will need</b> Flashcard: Mrs Bell Colour flashcards or coloured pencils Magic Box  <b>Pupils will need</b> coloured pencils.</p>

**1. Warm-up**



Rhyme "One, two".

**Finger chat**

Put your hands together the way your fingers of the right hand 'meet' the corresponding fingers of your left hand.



Demonstrate the "finger chat" to the class by starting with the "speaking" thumbs, clapping each other.

- Thumb 1: *Hello!*
- Thumb 2: *Hello!*
- Index finger 1: *What's your name?*
- Index finger 2: *My name's Sasha. What's your name?*
- Index finger 1: *My name's Olya.*
- Middle finger 1: *How are you?*
- Middle finger 2: *I'm fine. How are you?*
- Middle finger 1: *I'm OK.*
- Ring finger 1: *How old are you?*
- Ring finger 2: *I'm six. How old are you?*
- Ring finger 1: *I'm seven.*
- Little finger 1: *Goodbye!*
- Little finger 2: *Bye-bye!*

Ask pupils to put their hands together the way you've shown it. T: *Listen and repeat.* Pupils repeat the words and actions after you.

## 2. Vocabulary presentation and practice

### Presentation

Take the colour flashcards (or coloured pencils) out of the Magic Box one by one, put them on the board and introduce the colours to pupils recapping the words.

T: **Orange, pink, purple, white.**

T: *Orange.* Ps: *Orange.*

T: *Pink.* Ps: *Pink.*

T points to *orange.* Ps: *Orange.* T points to *pink,* Ps: *Pink.*

T: *Purple.* Ps: *Purple.*

T points to *orange.* Ps: *Orange.* T points to *pink.* Ps: *Pink.*

T points to *purple.* Ps: *Purple.* Etc.

### Checking understanding

Give out the flashcards to different pupils. T: *What colour?* P1: *Red.* T: *Take the red card!*

Ask pupils to give the flashcards back. T: *Give me the orange card.* Etc.

### Pronunciation

T (in L1): *Mrs Bell has come. She says: "Sorry, I'm late." She is panting: [p] [p] [p]. Listen and repeat: [p] — pink, purple, parrot, Peter the Parrot.*

T: *Mrs Bell has come with the angry sound. It is roaring: [r] [r] [r]. Listen and repeat: [r] — three, red, green, orange.*

T: *Mrs Bell has come with the sound that opens its mouth like a fish: [w] [w] [w]. Listen and repeat: [w] — white, what's your name?*

### Practice

Show the colour flashcards (or coloured pencils) to the class at random and ask pupils to name the colours.

Gather speed when pupils feel confident. Ask individual pupils to name the colours.

### PB, ex. 1

Explain to pupils in L1 that some colours can be obtained by mixing colours. Ask the class if they know what colours we will get if we mix red and blue / red and yellow / red and white.

Ask pupils to open their PBs and say what happens. Ps: *Red and blue — purple.* Etc.

## 3. Song "Rainbow" (PB, ex. 2)

### Pre-listening

T: *Look at the picture. What's this?* Elicit the answer in L1. T: *Yes. It's a rainbow. Repeat after me. A rainbow.*

Point to the colours in the rainbow and ask: *What colour?* Elicit the answers from the class.

### While-listening

T: *Listen and point.* The pupils listen to the song and point to the colours in the rainbow.

Tapescript (in PB)

### Post-listening

T: *Listen and repeat.* Say the lines from the song and get pupils to repeat them after you for pronunciation practice. Encourage pupils to point to the colours in their PBs as they name them.

Play the cassette again and encourage pupils to join in with the words. T: *Let's sing.*

## 4. Moving activity (Mr Crocodile)

Ask pupils to stand in one line. Then explain the rules of the game: pupils have to cross the river where Mr Crocodile lives. They can cross it only if they are wearing something of the colour named by Mr Crocodile. If they don't have anything of that colour, they will have to run as Mr Crocodile will try to catch them. Any pupil who is caught becomes Mr Crocodile.

## 5. Workbook activities

### Ex. 1

T: *Look at the picture. Who can you see?* Ps: *Lucky.*

T: *Count the balloons!* Ps: *One, two, three, ..., six.*

T: *Listen and colour.*

Tapescript

One — orange. Two — red. Three — pink. Four — yellow. Five — purple. Six — blue.

Allow pupils some time to colour the balloons.

Check pupils' answers. T: *What colour is number 1?* P1: *Orange!*

### Ex. 2

Ask pupils to colour the rainbow. Walk around the class and ask: *What colour?*

## 6. Round-up

 Song "Rainbow".

## LESSON 8. STOP IT, FLUFFY!

<b>Aim</b> To present and practise vocabulary To develop listening skills	<b>New language</b> Black, brown, grey	<b>Recycling</b> Colours Numbers
<b>Pronunciation</b> [æ] – ‘как лягушка’ [r] – ‘рычит’	<b>Classroom language</b> Sing the song. Let’s play. Close / Open your eyes. What’s missing? Look at the picture. Who can you see? What colour? How many? Work in pairs.	<b>You will need</b> Colour flashcards or coloured pencils Magic Box Flashcards: Mr Compy, Fluffy, Mrs Bell Ball <b>Pupils will need</b> coloured pencils

### 1. Warm-up

 Song “Rainbow”. T: *Sing the song.*

#### Finger chat

See the instruction in Unit 1, lesson 7, warm-up activity.

### 2. Vocabulary presentation and practice

#### Presentation

Take the colour flashcards (or coloured pencils) out of the Magic Box one by one, put them on the board and introduce the colours to pupils recapping the words.

T: **Black, brown, grey.**

T: *Black.* Ps: *Black.*

T: *Brown.* Ps: *Brown.*

T points to *black.* Ps: *Black.* T points to *brown.* Ps: *Brown.*

T: *Grey.* Ps: *Grey.*

T points to *black.* Ps: *Black.* T points to *brown.* Ps: *Brown.*

T points to *grey.* Ps: *Grey.*

#### Checking understanding

Say a colour and encourage pupils who are wearing it to stand up.

#### Pronunciation

T (in L1): *Mrs Bell has got a friend that croaks like a frog:* [æ] [æ] [æ]. *Listen and repeat:* [æ] – *Maggie, parrot, Peter the Parrot, black, stand up.*

T: *Mrs Bell has come with the angry sound. It is roaring:* [r] [r] [r]. *Listen and repeat:* [r] – *three, red, green, orange, brown, grey.*

#### Practice

T: *Black and white?* Ps: *Grey.* T: *Red and green?* Ps: *Brown.*

T: *Let’s play.* Put the colour flashcards on the board or hold the coloured pencils for pupils to see. Then say: *Goodbye, one eye! Goodbye, two eyes! Close your eyes.* Next, take any flashcard or coloured pencil and hide it behind your back. Say: *Open your eyes. What’s missing?* Pretend to look puzzled. Elicit from pupils the missing colour, show it to the class when you get the correct answer: *Yes, green.*

Pupils work in pairs and play the “What’s missing?” game.

### 3. Cartoon (PB, ex. 1)

#### Pre-listening

T: *Look at the picture. Who can you see?* Ps: *Mr Compy and Fluffy.* T: *What is Mr Compy doing?* Ps: *Mixing colours.* Ask pupils to name the colours in the pictures.  
T: *What colour?*

#### While-listening

T: *Listen. What is Fluffy doing?*

#### Tapescript

Mr Compy: *Yellow and red – orange. Good! Blue and red – purple. Good! White and red – pink. Good! Brown, grey, black – good!*

*No, Fluffy, stop!*

*B-O-O-M!*

Mr Compy: *Orange and purple, and pink, and brown, and grey. Good, Fluffy! Ha-ha-ha!*

Pupils listen again and point to the colours they hear.

### 4. Moving activity (Ball game)

Throw a ball to individual pupils and ask them personal questions one at a time. Pupils catch the ball, throw it back to you and answer your questions. T: *What’s your name? / How are you? / How old are you?*

### 5. Workbook activities

#### Ex. 1

Tell all the pupils to colour Fluffy’s numbers only without letting their partners see. Each number should be a different colour. You may set a time limit for this part of the activity.

When pupils are ready, say: *Work in pairs.* P1 looks at Fluffy’s numbers in his/her WB and says the numbers and colours: *One – yellow.* P2 takes the corresponding pencil and colours Lucky’s number 1 yellow. When all the numbers are coloured, pupils swap roles.

Go round the classroom and help if necessary. Check if the partners have got the matching colours. T: *What colour is number 7?* Etc.

### Ex. 2

Point to the numbers on the left and ask: *How many?* Ps: *Two*. T: *Count the balloons*. Ps: *One, two*. Demonstrate circling over the model in the WB. Make sure pupils understand that they are expected to circle the corresponding number of the objects.

There is no need to introduce the words *balloons, pencils, flowers, apples, stars* to the pupils.

### 6. Round-up

 Song "Rainbow".

T: *What's your favourite colour?*

## LESSON 9. ONE AND TWO IS THREE

<p><b>Aim</b> To present and practise vocabulary To teach pupils how to speak about their feelings To develop speaking skills</p>	<p><b>New language</b> I'm happy, tired, angry, sad One and two is three. Are you tired?*</p>	<p><b>Recycling</b> Numbers A boy, a girl Hello; hi, bye-bye What's your name? – My name's <i>Katya</i>. How are you? – I'm OK. / I'm fine. How old are you? – I'm <i>six</i>. How many? – Seven.</p>
<p><b>Pronunciation</b> [æ] – 'как лягушка'</p>	<p><b>Classroom language</b> Let's play. Work in pairs. Count and write the number.</p>	<p><b>You will need</b> Flashcards: Peter the Parrot, Mrs Bell Feeling flashcards: angry, happy, sad, tired Number flashcards (1–10) Ball Magic Box</p>

### 1. Warm-up

 Chant "One and two".

#### Ball game

Throw a ball to individual pupils and ask them personal questions one at a time. Pupils catch the ball, throw it back to you and answer your questions. T: *What's your name? / How are you? / How old are you?*

### 2. Structure presentation and practice

#### Presentation

Show the number flashcards at random and elicit the words from the class.

Encourage pupils to count their fingers on both hands. They may count their partner's fingers to make the activity more fun.

Write a simple sum on the board:  $1 + 2 =$

Look puzzled and ask: *How many?* Elicit the answer: *Three*. Say the complete sentence and encourage pupils to repeat after you: **One and two is three.**

#### Practice

Write more simple sums on the board. Ask the class to do them aloud together saying complete sentences.

#### PB, ex. 1

T: *Open your Pupil's Books. Work in pairs.* Pupils do the sums and say complete sentences. Go round the classroom and help pupils if needed.

### 3. Vocabulary presentation and practice

#### Presentation

Say that there is someone in the Magic Box but he doesn't want to get out of it. Ask pupils to call him: *Peter! Peter!* Take the flashcard of Peter the Parrot out of the Magic Box and invite the class to greet him. Ps: *Hello, Peter the Parrot!*

Introduce the new words to the class by telling them a story about Peter the Parrot. T (in L1): *When Peter the Parrot got to know that he was going to visit the children, he was very happy.* Say: **Happy** and smile. Encourage pupils to repeat the word and the mime after you. T: *Peter the Parrot wanted to see children and got into the Magic Box. Then he got tired and even fell asleep.* Say: **Tired** and pretend to yawn. Encourage pupils to repeat after you. T: *When Peter the Parrot woke up, he was still in the box and it made him very angry.* Say: **Angry** and mime it. Encourage pupils to repeat after you. T: *Finally, Peter the Parrot got very sad, because nobody wanted to talk to him.* Say: **Sad** and mime it. Encourage pupils to repeat the word and the mime after you.

#### Checking understanding

Say the new words at random and ask pupils to mime them. T: *Sad. Tired. Happy. Angry.*

#### Pronunciation

T (in L1): *Mrs Bell has got a friend that croaks like a frog:* [æ] [æ] [æ]. *Listen and repeat:* [æ] – *Maggie, parrot, Peter the Parrot, sad, angry, happy.*

Say different words and ask the pupils to raise or clap their hands when they hear the sound [æ]. T: *red, yellow, stand up, jump, run, blue, parrot, sad, grey, brown, angry, happy.*

**Practice**

Take the feeling flashcards out of the Magic Box one at a time. Elicit the words from pupils and put the flashcards on the board.

**“What’s missing?”**

T: *Let’s play. Goodbye, one eye! Goodbye, two eyes! Close your eyes.* Next, take any flashcard from the board and hide it behind your back. Say: *Open your eyes. What’s missing?* Pretend to look puzzled. Elicit from pupils the missing picture, show it to the class when you get the correct answer: *Yes, happy.*

**PB, ex. 2**

Discuss with the class how the characters might feel. Say the correct sentences together: *I’m tired. / I’m sad.* Etc.  
T: *Work in pairs.* P1 points to any picture, P2 says the appropriate sentence.

**4. Moving activity (Guessing game)**

Ask pupils to stand in a circle. Mime a feeling and encourage pupils to guess and say it. Then, ask a pupil to mime a feeling and the rest of the class to guess it. Ps: *Tired.* Etc.

**5. Workbook activities**



**Ex. 1**

T: *Listen and number.*

**Tapescript**

1. I’m happy.
2. I’m sad.
3. I’m tired.
4. I’m angry.

Check the answers. T: *One.* Ps: *I’m happy.*

Ask pupils to colour the picture, which shows how they feel at the moment. Walk around the classroom and ask individual pupils: *Are you tired? Are you happy?* etc.

**Ex. 2**

Ask pupils if they can tell the difference between the ladybirds in their WBs. Then draw a simple picture of a ladybird with three spots on the wings and ask: *How old is the ladybird?* Elicit the answer: *Three.* Write number 3 on the board.

T: *Count and write the number.* Pupils work independently. Go round the class and ask individual pupils questions: *How old?*

**6. Round-up**

Ask pupils how they feel. T: *How are you?* Ps: *I’m fine. / I’m tired.* Etc.

**LESSON 10. ABOUT YOU AND ME**

<p><b>Aim</b> To teach pupils how to ask and answer about their phone numbers To develop speaking skills</p>	<p><b>New language</b> What’s your phone number? – 24537.</p>	<p><b>Recycling</b> Numbers What’s your name? – My name’s <i>Katya.</i> How are you? – I’m OK. / I’m fine. How old are you? – I’m <i>six.</i> I’m <i>tired.</i></p>
<p><b>Pronunciation</b></p>	<p><b>Classroom language</b> Let’s play. Ask a question Guess. Work in pairs. Draw. Tick.</p>	<p><b>You will need</b> Flashcards: Maggie, Steve, Fluffy, Lucky Ball Lively music</p>

**1. Warm-up**

**Ball game**

T: *Let’s play.*  
Throw a ball to individual pupils and ask them personal questions one at a time. Pupils catch the ball, throw it

back to you and answer your questions. T: *What’s your name? / How are you? / How old are you?* Accept the answers in short or complete sentences.

## 2. Developing speaking skills

Draw simple pictures on the board: your “portrait”, a cake with some candles, a telephone, a simple face showing any feeling (happy / tired, etc.). Ask pupils the questions, based on the pictures: *What’s your name? How old are you? What’s your phone number? How are you?* Encourage them to ask you the questions. Answer the pupils’ questions.

Rehearse the questions in chorus then divide the class into two large groups: “Questions” and “Answers”. Point to a picture on the board and elicit the appropriate question from the “Question” group. Point to a pupil from the “Answers” group and encourage him/her to answer. Go on with the other questions and with different pupils to answer. Swap the roles and do the same.

## 3. Role play (PB, ex. 1)

T: *Open your Pupil’s Books.*

Choose a character and ask the class to guess his/her name. Demonstrate the activity in front of the class with one of the pupils.

T: *What’s your phone number?*

P1: *23617.*

T: *How old are you?*

P1: *Two.*

T: *(You’re) Lucky!*

P1: *Yes.*

T: *Work in pairs.* Pupils role play the dialogues while playing the guessing game. Go round the classroom and help the pairs if needed.

Finally, ask some pairs to perform the role play in front of the class.

## 4. Moving activity (Guessing game)

T: *Let’s play.* Choose a pupil to be “it” and ask him/her to come up to the board and stand back to the class. Point

to a pupil in the class to ask “it” any personal question. “It” answers the question and tries to guess the name of his/her classmate. If “it” guesses the name, that pupil becomes “it”.

## 5. Workbook activities

Draw the pupils’ attention to the “About you” sign in the right top corner of the WB page and explain to the class that all the WB activities in this lesson are about pupils’ personal information. Go round the classroom and help pupils if needed. Ask them personal questions pointing to the pictures.

### Ex. 1

Pupils draw their faces on the name badges and write their names in English. P1: *My name’s Gleb.* Help pupils if needed.

### Ex. 2

Pupils draw the candles on the cake, one for each year of their age. P1: *I’m six.*

### Ex. 3

Pupils write their phone numbers in the space provided. P1: *My phone number is 201773.*

### Ex. 4

Pupils tick those pictures that are true about their feelings in the lesson. P1: *I’m happy.*

## 6. Round-up

### When music stops

Ask pupils to stand up and walk round the classroom while the music plays. When it stops, pupils stop walking, turn to the nearest classmate and ask him/her a question, get the response and answer his/her question.

## LESSON 11. PARTY

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Numbers Colours Feeling words Action words How old are you? – I’m six. I’m happy.
<b>Pronunciation</b> To revise the sounds (your choice)	<b>Classroom language</b> Let’s sing the song. Let’s play. Listen and colour.	<b>You will need</b> Flashcards: Maggie, Steve Colour flashcards or coloured pencils Dice and two counters  <b>Pupils will need</b> ten coloured pencils

## 1. Warm-up

 Song “Hello”. T: *Let’s sing the song.*

Say that today pupils will only play games in the lesson. Divide the class into two teams and let them choose their team name (any English word they like). Explain to the class that you will keep the score of the games on the board to see which team is the winner.

## 2. Pronunciation activities

Tell pupils that Mrs Bell wants to see if they have made friends with the English sounds.

### TASK 1

Say a sound, e.g. [θ] and encourage the teams to say all the English words they know where this particular sound lives. The teams must say their words in turn and they can’t repeat the words already said. The team that say the last word, get a point.

Go on with some more sounds familiar to pupils.

### TASK 2

Tell pupils to listen carefully to the words and clap their hands when they hear a particular sound. T: [æ] – *Maggie, pink, three, parrot, angry, white*, etc. The team whose players clap at a wrong word, will lose a point.

Go on with some more sounds familiar to pupils.

## 3. Vocabulary activities

### Numbers

Ask pupils to count from 1 to 10 in chorus. Then tell the teams to choose one pupil from their team to count backwards (from 10 to 1). The pupil able to do that will bring ten points to his/her team.

### Colours

Show pupils the colour flashcards or coloured pencils at random and elicit the words. Then show them to team 1 and count how many words they can say without anyone’s help. Give a point for every correct word. Repeat the procedure with team 2.

### Feelings

Ask one pupil to come to the board and whisper him /her a word meaning a feeling. The pupil mimes the feeling to his/her team. If the pupil mimes the correct feeling, he/she will bring a point for every word to his/her team. If the team guess the word, they will get a point for every word. Repeat the procedure with team 2.

## 4. Moving activity (Peter the Parrot says)

Suggest pupils playing Peter the Parrot’s favourite game.

### RULES:

Pupils perform the actions you will say only if you add “Peter the Parrot says”. If not, they stand still. The team whose players perform the actions without those words, will lose a point. T: *Climb a tree, jump, fly, open your Pupil’s Books, close your eyes*, etc.

## 5. Board game (PB, ex. 1)

Open two PBs to play the game, one for each team. You will also need a dice and two counters, one for each team. Decide which team will start the game. You may do it by throwing the dice: the team with the most number of dots will start. The teams will get one point for every activity performed correctly.

### RULES:

The teams throw the dice in turn and move their counters. When they land on a number, they have to do the task:

**1** – Say hello to Lucky.

**2, 6, 9, 15, 18** – Name the colour. P: *Orange*.

**3, 12, 19** – Do the sum and say the result. P: *One and four is five*.

**4, 8, 13, 17** – Ask a question and get the answer from a player of the team. P1: *How old are you?* – P2: *I’m six*.

**5, 14** – Sing any song from Unit 1.

**7, 11, 16** – Pretend to be the character in the picture and say how old you are. P: *I’m two*.

**10** – Count from 1 to 10.

**20** – Say goodbye to Steve.

Make sure both teams get to the finish. Give an extra point to the team that will finish the game first.

Ask pupils to look at the score on the board and say who today’s winners are. Ask pupils which activities they liked to do.

## 6. Workbook activities

### Ex. 1

Explain to the class that Steve and Maggie need the pupils’ help. Tell the boys to help Steve and the girls to help Maggie to find the way through the maze.

Let pupils work independently. Then check their answers by saying the numbers on the way home.

➤ **Key:** Steve: 3, 8, 4, 5, 2, 1, 2, 9, 8.

Maggie: 5, 4, 1, 3, 8, 10, 4, 3, 6, 10.

### Ex. 2

Ask pupils to colour the first grid (flowers) in three different colours – each flower should be a different colour. Shuffle the colour flashcards. Then take them one by one and name the colour. Pupils who have the flower of that colour, should tick the box next to that flower. Those pupils who have ticked all the three boxes should say *Bingo*. Repeat the procedure with the other two grids (cars and balls).

### 7. Do you remember? (WB, ex. 1, 2)

Tell pupils that they will take their Workbooks home today and show their parents how many new English words they have learnt in Unit 1. Explain to the class to colour the first stars under each picture if they can say the word in the picture. The second stars are for pupils' parents to colour when they decide to return to this page later.

#### Ex. 1

Make sure all the pupils have got ten coloured pencils on their desks. T: *Listen and colour. Black, red, orange, yellow, green, blue, brown, grey, pink, purple.* Go round the class and see how well the pupils can cope with the task.

#### Ex. 2

Ask pupils how many words they can say. Go through the pictures together and ask the class to name the pictures in chorus. Ps: *A boy, a girl, one, two,* etc.

➔ **Key:** A girl, a boy; one, two, three, four, five, six, seven, eight, nine, ten; happy, sad, tired, angry.

### 8. Round-up

Invite pupils to say goodbye to the characters.



Rainbow song.

## LESSONS 12, 13 — OPTIONAL LESSONS

# UNIT 2. MY FAMILY

By the end of the unit pupils will be able to:

- greet people and say goodbye;
- identify family members;
- ask for and give information about their family;
- speak about possessions;
- characterise people.

## Vocabulary

**Family:** a mum, a dad, a sister, a brother, a granny, a grandad, a family

**Pets:** a cat, a dog

Kind, nice

He, she

## Structures

I've got a *mum*.

Have you got a *mum*?

I haven't got a *brother*.

How's your *mum*? — *She's* fine. Thanks.

What's his / her name? — *Steve.* / *Maggie.*

*He's* nice. *She's* kind.

I love my family.

## Project: "My family"

My name's Sasha. I've got a mum. She's nice. I've got a dad. He's kind. I haven't got a sister. I haven't got a brother. I've got a granny and a grandad. I love my family.

## LESSON 1. MAGGIE'S FAMILY

<p><b>Aim</b> To present and practise vocabulary To develop listening skills</p>	<p><b>New language</b> A mum, a dad, a brother, a sister, a granny, a grandad, a family, a cat, a dog</p>	<p><b>Recycling</b> Numbers Feeling words Hello, goodbye</p>
<p><b>Pronunciation</b> [æ] — 'как лягушка' [d] — 'на заборчике' [r] — 'рычит' [ð] — 'на самолете'</p>	<p><b>Classroom language</b> Listen and match. Sing the song. Repeat after me. Clap your hands. Don't clap your hands. Let's play. Listen and point. How many?</p>	<p><b>You will need</b> Family flashcards Flashcards: Mrs Bell, a cat, a dog Magic Box Lively music</p>

## 1. Warm-up

T: *Hello! How are you?* P1: *I'm fine. How are you?* P2: *I'm OK. How are you?* Etc.

## 2. Unit presentation (PB)

Ask pupils to look at the introductory page and tell them in this unit they are going to speak about families.

## 3. Vocabulary presentation and practice

### Presentation

Say that there's something in the Magic Box. Let the class guess. Then take the flashcard with family out of the Magic Box and introduce the word: **a family**. Wait for pupils to guess the meaning of the word.

Take the family flashcards out of the Magic Box one by one, put them on the board and introduce them to pupils. Recap the words. T: **A mum, a dad, a sister, a brother, a granny, a grandad, a cat, a dog.**

T: *A mum.* Ps: *A mum.*

T: *A dad.* Ps: *A dad.*

T points to *mum*. Ps: *A mum.* T points to *dad*. Ps: *A dad.*

T: *A sister.* Ps: *A sister.*

T points to *mum*. Ps: *A mum.* T points to *dad*. Ps: *A dad.*

T points to *sister*. Ps: *A sister.* Ets.

### Checking understanding

Point to a flashcard and say a family word. Invite pupils to clap if you say the correct word: *Clap your hands* and be quiet if you say the wrong word: *Don't clap your hands*.

### Pronunciation

T (in L1): *Open your mouths very wide, like frogs:* [æ] [æ] [æ]. *Listen and repeat:* [æ] – *dad, granny, grandad, cat.*

T: *A bird sat on the fence and tapped:* [d] [d] [d]. Tell pupils to put their tongues on the alveolar ridge, on the "fence". T: *Listen and repeat:* [d] – *dad, grandad, red, dog.*

T: *A dog came and roared quietly:* [r] [r] [r]. *Listen and repeat:* [r] – *grey, green, brown, grandad, granny, brother.*

T: *Finally, a plane came. It wanted to meet your family, too:* [ð] [ð] [ð]. *Listen and repeat:* [ð] – *brother.*

### Practice

T: *Let's play.* Put the family flashcards on the board. Then say: *Goodbye, one eye! Goodbye, two eyes! Close your eyes.* Next, take any flashcard from the board and hide it behind your back. Say: *Open your eyes. What's missing?* Pretend to look puzzled. Elicit from pupils the missing family member, show it to the class when you get the correct answer: *Yes, a grandad.*

## 4. Cartoon (PB, ex. 1)

### Pre-listening

Talk about the pictures with the class. T: *How many pictures? Where are Steve and Maggie? What are they*

*doing? What are they talking about? How many members are there in Maggie's family?*

T: *Picture 1. Look! Is Maggie happy? And in picture 7? Look! Maggie is sad!*

### While-listening

T: *Listen and point.*

### Tapescript

1

Maggie: *Hello, Steve! How are you?*

Steve: *Fine, thanks. How are you?*

Maggie: *OK. Thank you. Look! This is my family.*

2

Maggie: *Look. My mum and my dad.*

3

Maggie: *My sister.*

4

Maggie: *My brother.*

5

Maggie: *My granny and my grandad.*

6

Maggie: *My cat.*

7

Maggie: *Oh, no, Steve! Your dog! My picture! No!*

Ask pupils what happened at the end of the cartoon and if they liked the cartoon.

### Scrambled listening

See the instruction in Unit 1, lesson 3, activity 5.

Pupils listen and point to the correct pictures.

➔ **Key:** 6, 1, 5, 3, 2, 4, 7.

## 5. Moving activity (Musical statues)

Pupils walk around the class while the music plays. When the music stops, they introduce themselves to the person nearest to them: *Hello, my name's Nikita.*

## 6. Song "Hello, mum" (PB, ex. 2)

T: *Listen to the song. How many family members?*

### Tapescript (in PB)

T: *How many family members are there in the song?* Ps: *Four.* Say the words of the song, invite pupils to repeat them after you. You may either say individual words for repetition or use the "backchaining technique".

T: *You.* Ps: *You.*

T: *Hello to you.* Ps: *Hello to you.*

T: *Hello, mum, hello to you.* Ps: *Hello, mum, hello to you.* Etc.

T: *Sing the song.*

## 7. Workbook activities

### Ex. 1

Ask pupils to look at the three children and their families.

T: *Listen and match.*

### Tapescript

1. My name is Tanya. I've got a mum, a dad and a granny.
2. My name is Katya. I've got a mum, a dad, a sister and a brother.
3. My name is Sasha. I've got a mum, a dad, a grandad and a granny.

➔ **Key:** Tanya – 2, Katya – 3, Sasha – 1.

Check the answers. Encourage pupils to name the members of the family: a *mum*, a *dad*, a *sister*, etc.

### 8. Round-up

Say goodbye to each family flashcard. Ps: *Goodbye, mum*. Etc.

## LESSON 2. I'VE GOT A FAMILY

<p><b>Aim</b> To teach pupils how to speak about family members  To develop listening and speaking skills</p>	<p><b>New language</b> I've got a <i>mum</i>. Cousin*</p>	<p><b>Recycling</b> Family words</p>
<p><b>Pronunciation</b> [v] – 'показывает зубки'</p>	<p><b>Classroom language</b> Let's sing the song. Listen and guess. How many? Work in pairs. Let's play Bingo. Match the pictures. Clap your hands.</p>	<p><b>You will need</b> Some photos of your family Flashcard: Mrs Bell Family flashcards Magic Box</p>

### 1. Warm-up

T: *Hello. How are you?*

 Song "Hello, mum". T: *Let's sing the song.*

a poem. T: *Listen and say. What family members has Lucy got?*

Tapescript (in PB)

Clap your hands and say the chant without the cassette. Say the chant again and encourage pupils to join in with clapping and words.

#### OPTIONAL

Invite a volunteer and demonstrate the chant cross-clapping (*ladushki*). Organise the class into pairs to practise the chant doing cross-clapping.

### 2. Structure presentation and practice

#### Presentation

Show the photos of your family and introduce your relatives to the class. T: *I've got a mum. I've got a dad. I've got a brother*. Etc.

Ask individual pupils: *Have you got a brother? Have you got a granny?* Etc. Elicit short answers from pupils.

#### Pronunciation

T (in L1): *This sound is proud of its white teeth and shows them to everyone:* [v] [v] [v]. Make sure pupils pronounce the sound correctly by putting their teeth on the lower lip. T: *Listen and repeat:* [v] – *five, seven, I've got, I've got a brother, I've got a sister.*

#### Practice

Ask individual pupils: *Have you got a brother? Have you got a grandad?* Encourage pupils to respond in complete sentences: *I've got a brother. I've got a grandad.* If pupils don't have brothers or sisters, you can introduce the word "cousin", translating it to pupils.

### 4. Moving activity

#### (Chinese whispers)

Ask pupils to stand in a line. Whisper a sentence to the first pupil in the line: *I've got a sister*. The pupil whispers the sentence to the next pupil, etc. The last pupil in the line says the sentence aloud. You may ask the pupil to point to the corresponding family flashcard.

If the class is too big, then divide pupils into two groups.

### 3. Chant "I've got a mum" (PB, ex. 1)

Introduce Lucy, the girl in the picture, to the class. Say that Lucy loves her family so much that she has written

### 5. Listening and speaking

#### (PB, ex. 2)

Say that pupils now are going to meet some more British and Belarusian families. T: *Look at the pictures. How many families?* Ask pupils to listen to the girl and guess which photo shows her family. T: *Listen and guess.*

### Tapescript

Hello! My name's Cathy. I've got a mum. I've got a dad. I've got a sister.

Check the pupils' answers: *What number?* Ps: *Number 1.*  
T: *Work in pairs.* P1 chooses "their" family and without pointing to it, describes it to P2. P2 guesses the family.  
P1: *I've got a mum. I've got a dad. I've got a sister. I've got a granny. I've got a grandad.* P2: *Number three.*

## 6. Workbook activities

### Ex. 1

Ask pupils to look at the bingo boards and tell them they are going to play two rounds of the game. Encourage them to name the members of the family in the pictures.  
T: *Let's play Bingo!*

Tell pupils to look at board 1 and tick any three boxes. Check if pupils have ticked different pictures and not just copied each other. Then, explain that you will take family flashcards out of the Magic Box and name them but you won't show the pictures to the class. Tell pupils to listen to you carefully and circle the ticks when they hear the words which they have ticked before. If the word hasn't been ticked, pupils have to miss their turn and do nothing. T: *I've got a mum. Who's got a mum?*

The pupils who have ticked the picture of a mum on their board 1, put up their hands and say: *I've got a mum.* Give them time to find and tick the correct boxes. Those who have not ticked the picture of a mum don't do anything. Continue with the other pictures. The pupil, who has circled all the ticks, puts up a hand and says: *Bingo!* Play the game until all the pupils have said: *Bingo!*  
Repeat the procedure to play game 2.

### Ex. 2

T: *Match the pictures.* Pupils match the relatives.  
Go round the classroom and ask pupils: *Who's this?* Encourage them to respond in simple English: *A mum, a dad, a sister,* etc.  
Check the pupils' answers. T: *Number 1.* Ps: *I've got a mum. Etc.*

➤ **Key:** 1. I've got a mum. 2. I've got a brother. 3. I've got a grandad. 4. I've got a granny.

## 7. Round-up

 Chant "I've got a mum".

## LESSON 3. A GREAT BIG TURNIP

<b>Aim</b> To develop listening and speaking skills	<b>New language</b> Turnip*, seed*, big*, little* Come and help!* Pull!*	<b>Recycling</b> Family words I've got a mum.
<b>Pronunciation</b>	<b>Classroom language</b> Listen and point. Stand in a circle. Pass the turnip. Act out. Colour the pictures.	<b>You will need</b> Pictures of a turnip and a seed or a real turnip and a real seed <b>Pupils will need</b> coloured pencils

### 1. Warm-up

T: *Hello! How are you? Are you happy? Are you sad?*  
Encourage pupils to ask you.

 Song "Hello, mum".

### 2. Storytelling (PB, ex. 1)

#### Pre-listening

Talk to the class in L1 about fairy-tales. Elicit from them any Russian fairy-tales they can think of.  
Ask pupils to look at the pictures in their PBs and say what Russian fairy-tale this one reminds them of. Tell pupils that English people also have a fairy-tale about a turnip. Show the pictures or real objects of a turnip and a seed and introduce the words: **A turnip. A big turnip. A great big turnip. A seed. A little seed.** Repeat the words together.

#### While-listening

T: *Listen and point to the pictures.*

#### Tapescript

Narrator: This is a story of a turnip. A big turnip. A great big turnip.

1

Dave: *I've got a little seed, a nice little seed!*

2

Dave: *Oh! A little turnip, a nice little turnip!*

3

Dave: *Oh! A big turnip, a great big turnip! Wow! Pull! Pull! Pull!*

4

Dave: *Mum, mum! Come and help!*

Mum: *Hello, Dave.*

Dave and Mum: *Pull! Pull! Pull!*

5

All: *Dad, oh, dad! Come and help!*

Dad: *Hello!*

All: *Pull! Pull! Pull!*

6

All: Granny, granny! Come and help!

Granny: Hello!

All: Pull! Pull! Pull!

7

All: Grandad, grandad! Come and help!

Grandad: Hello!

All: Pull! Pull! Pull!

8

All: Dog, dog! Come and help!

Dog: Woof-woof!

All: Cat, cat! Come and help!

Cat: Miaow!

All: Pull! Pull! Pull!

9

All: Oomph! Oomph!

Mum: A great big turnip!

Ask pupils if the Russian and the English fairy-tales about a turnip are the same or have any differences.

### Post-listening

Tell the fairy-tale to pupils yourself and encourage them to join in with the familiar words: *mum, dad, sister. Come and help!*

Then ask one pupil to tell about the family from the fairy-tale from the point of view of the son. P1: *Hi! My name's Dave. I've got a mum. I've got a dad. I've got a granny. I've got a grandad. I've got a cat. I've got a dog.*

Then act out the story. Depending on how many pupils you have in your group you may add a few more brothers or sisters.

### 3. Moving activity (Passing the turnip)

Tell pupils to stand in a circle and give a picture of a turnip or a real turnip to one of them. Tell the class they should pass the turnip behind their backs to their partners around the circle while you count. Stand in the centre of the circle, close your eyes and count: *One, two, three, ... ten. Stop.* Open your eyes and ask individual pupils: *Have you got a turnip?* The pupils may give short answers: *Yes. / No.* The pupil with the picture says a complete sentence: *I've got a turnip.* Repeat the procedure with pupils asking questions instead of you.

### 4. Workbook activity

#### Ex. 1

Tell pupils they are invited to colour the characters from the fairy-tale.

### 5. Round-up

 Chant "I've got a mum".

## LESSON 4. HOW'S YOUR FAMILY?

<p><b>Aim</b> To present new vocabulary To teach pupils how to characterise people To develop listening skills</p>	<p><b>New language</b> He, she Kind, nice She's kind. He's nice. How's your <i>mum</i>? — <i>She's</i> fine.</p>	<p><b>Recycling</b> Family words Numbers A boy, a girl I've got a <i>mum</i>.</p>
<p><b>Pronunciation</b> [h] — 'дует на зеркало'</p>	<p><b>Classroom language</b> Listen and point to the pictures. Clap your hands. Say the chant. How many? Listen and say the number. Dance. What can you see? Listen and number. Draw.</p>	<p><b>You will need</b> Family flashcards Flashcard: Mrs Bell Magic Box Lively music</p>

### 1. Warm-up

 Song "Hello, mum".

### 2. Vocabulary and structure presentation and practice

#### Presentation

Point to a boy and say: *A boy*. Point to a girl and say: *A girl*. Count how many boys and girls there are in the class.

Then point to a boy and say: **He**. Then point to a girl and say: **She**. Let pupils guess the meaning of the new words. If necessary, help them.

#### Checking understanding

Point to the boys and girls and say at random: *A girl, a boy*. Encourage the class to say *Yes* or *No*.

#### Pronunciation

T (in L1): *Mrs Bell blows on the mirror*: [h] [h] [h]. *Listen and repeat*: [h] — *hi, hello, he, how, How are you? How old are you?*

### Practice

Divide pupils into two groups: "He" and "She". Show the family flashcards to the class at random and encourage pupils to say "their" words and pronouns. e.g. Show "a sister" flashcard. Group "She": *sister – she*. Say different words (family words and boys' or girls' names) to the class and encourage them to say the correct personal pronouns. T: *Maggie*. Ps: *She*. T: *Grandad*. Ps: *He*. Etc.

### 3. Chant "How's your mum?" (PB, ex. 1)

Point to the boy and girl in the picture and ask the class in L1 what they think the children are talking about. Ps: *About the girl's family*. T: *Yes. The girl is answering the boy's questions*.

T: *Listen and point to the pictures*.

Tapescript (in PB)

Ask the class if they understood what questions the boy asked.

Then ask a confident pupil: *How are you?* Wait for the answer and then ask: *How's your mum?* Encourage the pupil to answer: **(She's) fine**. Ask the class about their mums. Then ask them about their other relatives. Help pupils with the correct pronouns.

Elicit from pupils the order in which relatives were mentioned in the chant and put the family flashcards on the board in the same order.

T: *Clap your hands and say the chant*. Encourage pupils to join in with clapping and the words.

### 4. Vocabulary presentation and practice

#### Presentation

T: *Is your mum kind?* Translate this question to pupils. Then say: *My mum is kind. She's kind*. Ask individual pupils: *Is your mum kind? Is your granny kind?* Encourage them to respond in English: *Yes, she's kind*.

Introduce the word *nice* in the same way. T: *Is your dad nice?* Translate this question to pupils. Then say: *My dad is nice. He's nice*. Ask individual pupils: *Is your dad nice? Is your brother nice?* Encourage them to respond in English: *Yes, he's nice*.

#### Practice

Take the family flashcards out of the Magic Box at random and ask individual pupils: *Have you got a sister? How's your sister? Is she nice?* Help pupils to respond in English.

### 5. Listening (PB, ex. 2)

T: *Look. How many girls can you see?*

Tell pupils they are going to listen to different children speaking about their relatives and guess which child is speaking. T: *Listen and say the number*.

Tapescript

1

I've got a sister. She's nice.

2

I've got a brother. He's kind.

3

I've got a mum. She's kind.

4

I've got a dad. He's nice.

Play the cassette again. Pause it after each child and let pupils repeat the sentences after them.

### 6. Moving activity (Dance around the chair)

Put a chair in the centre of the classroom. Put the family flashcards face down on it. Play some dancing music and say: *Dance*. Give pupils a minute to relax and dance around the chair. Then say: *Stop. Take a flashcard and speak about it*.

Demonstrate the activity by taking a flashcard and addressing the nearest pupil: *I've got a brother. He's nice*.

### 7. Workbook activities



#### Ex. 1

T: *What can you see in the picture?* Ps: *Three families and their phone numbers*. Explain to pupils that they are going to listen to three dialogues and write the numbers of the dialogues in the correct boxes.

T: *Listen and number*.

Tapescript

1

Man: What's your phone number?

Boy: 17123.

2

Man: What's your phone number?

Girl: 89423.

3

Man: What's your phone number?

Boy: 56123.

Check the answers. T: *One*. Ps: *17123*.

#### OPTIONAL

T: *Work in pairs*. P1 chooses one picture and speaks about the family in the name of the child. P2 guesses the family.

P1: *I've got a mum. She's kind. I've got a dad. He's kind.*

*I've got a sister. She's nice.*

P2: *Number 1.*

### Ex. 2

Pupils draw their families. Go round the classroom and ask individual pupils about their pictures: *Who's this?*  
P1: *My mum. She's nice.*

### 8. Round-up

Ask individual pupils: *How's your mum? How's your dad?* Etc.

 Chant "How's your mum?"

## LESSON 5. I HAVEN'T GOT A DOG!

<p><b>Aim</b> To teach pupils how to speak about having / not having family members To develop listening and speaking skills</p>	<p><b>New language</b> I haven't got a <i>dog!</i> I'm lucky!*</p>	<p><b>Recycling</b> Family words I've got a <i>sister</i> A dog, a cat</p>
<p><b>Pronunciation</b></p>	<p><b>Classroom language</b> Say true sentences. Work in pairs. Listen and say. Listen and point to the pictures. Act out. Stand in a circle. Join the dots. Listen and number.</p>	<p><b>You will need</b> Family flashcards Large envelope Lively music Ball</p>

### 1. Warm-up

 Chant "How's your mum?"

### 2. Structure presentation and practice

#### Presentation

Draw a simple picture of your family on the board and say: *I've got a mum. I've got a dad. I've got a brother. I've got a granny.* Then make a pause, shake your head and say: ***I haven't got a sister. I haven't got a grandad.***

T: *Say true sentences.* Say positive or negative sentences about having family members and encourage pupils to repeat only those that are true about them.

#### Checking understanding

Put the family flashcards on the board. Ask the class: *Who's got a grandad?* Invite pupils who have grandads to put up their hands. Count the hands and write the numbers, of those who have got and those who haven't, under the flashcard "grandad". Then say: *Eight boys and girls have got a grandad. Three boys and girls haven't got a grandad.*

Repeat the procedure with other relatives. Ask the last question about having ***a dog*** and ***a cat***.

#### Practice

Ask individual pupils: *Have you got a sister? Have you got a grandad? Have you got a dog?* Encourage pupils to give true answers, positive or negative, in complete sentences.

T: *Work in pairs.* P1 says any family word, P2 makes a true sentence about his/her family: P1: *A sister.* P: *I've got a sister. / I haven't got a sister.* Go round the classroom and help pupils if needed.

### 3. Cartoon (PB, ex. 1)

#### Pre-listening

T: *Look at the pictures. Who can you see? Where is Steve's family? Is the dog happy?*

#### While-listening

T: *Listen and say. How did Lucky appear in Steve's family?*

#### Tapescript

1

Steve: Mum, dad, look! A little dog! It's sad!

2

Steve: Hello!... Why are you sad?

Puppy: I haven't got a mum! I haven't got a dad! I haven't got a family!

3

Steve: Mum! Dad! Can we take the dog, please?

Mum: ... The dog?

Dad: Yes, sure.

4

Puppy: Hooray! I'm lucky! I've got a family!

Steve: And I've got a dog! Come on, Lucky!

Ask pupils in L1 if they have ever seen homeless dogs or cats. Ask what pupils felt and if anyone asked their parents to take the dog or cat home.

Explain the word "lucky" to the class. Tell them it became Lucky's name. Ask the class if they like Lucky's name.

T: *Listen and point to the pictures.*

#### Post-listening

Play the cassette again, pause at the end of each sentence and encourage pupils to repeat the words together.

Then, divide the class into groups of four, assign the roles: *Steve, his mum, his dad, Lucky* and tell pupils to repeat "their" roles after the cassette.

Next, allow the groups some time to practise the acting out.  
Finally, watch some performances.

### 5. Moving activity (Pass the envelope)

Ask pupils to stand in a circle. Show them a large envelope with some flashcards in it and tell them that they will pass the envelope around the circle while the music plays. When the music stops, the pupil with the envelope picks up any of the flashcards and makes a true sentence about his family: *I've got a dad. / I haven't got a dad.*

### 6. Workbook activities

#### Ex. 1

T: *Join the dots from 1 to 10.*

Let pupils work independently. When they finish, ask what picture they have got.

➔ **Key:** A dog.



#### Ex. 2

Ask pupils to look at the pictures and predict what the children might be saying. Ps: *I've got a sister. I haven't got a brother.*

T: *Listen and number.*

#### Tapescript

1

Girl: *I've got a mum. I've got a dad. I haven't got a sister.*

2

Girl: *I've got a mum. I've got a dad. I've got a granddad. I've got a brother. I haven't got a granny.*

3

Boy: *I've got a mum. I've got a dad. I've got a sister. I haven't got a brother.*

Check the answers. T: *Number one.* Ps: *I've got a mum. I've got a dad. I haven't got a sister.*

### 7. Round-up

Play a ball game. Throw the ball to a pupil and say a family word: *Grandad*. The pupil should catch the ball, throw it back to you and say a true sentence: *I've got / I haven't got a granddad*.

## LESSON 6. LOST AND FOUND

<p><b>Aim</b> To teach pupils to ask about possessions / having family members To develop listening skills</p>	<p><b>New language</b> Have you got a <i>sister</i>? What's <i>her</i> name? * Mummy! I love you very much! *</p>	<p><b>Recycling</b> Family words Action words Feeling words <i>I've got a mum. She's kind.</i> <i>I haven't got a grandad.</i></p>
<p><b>Pronunciation</b> Rising intonation of questions: <i>Have you got ↗ a granny?</i></p>	<p><b>Classroom language</b> Work in pairs. Listen and say. What happened? Listen and repeat. Look and make. Listen and say.</p>	<p><b>You will need</b> Some photos of your family Family flashcards 10 cm × 10 cm pieces of paper and paper clips for each pupil Two finger puppets <b>Pupils will need</b> coloured pencils</p>

### 1. Warm-up

T: *How's your mum? How's your granny? How's your grandad?* Etc.



Chant "How's your mum?"

### 2. Structure presentation and practice

#### Presentation

Ask pupils about their relatives. T: *Have you got a granny? What's her name?* P1: *Natasha.* T: *Have you got a grandad? What's his name? Have you got a brother?* Etc. Check if pupils understand the meaning of the question.

Ask the class if they would like to know about your family. Take a photo of one member of your family and hold it so that pupils can't see it. Let pupils guess who you have in the photo by asking questions: *Have you got a mum?* Etc.

#### Pronunciation

Practise the intonation of the questions. Ask pupils to help themselves with their hands raising them slowly or stand on tiptoes when their voice goes up. T: *Have you got ↗ a granny?*

#### Practice

Give each pupil a family flashcard. T: *Work in pairs.* Partners guess which flashcard their partner has by asking: *Have you got a sister?* Etc. Remind pupils of the rising intonation of the questions.

### 3. Cartoon (PB, ex. 1)

#### Pre-listening

PBs closed. Talk with pupils about Maggie's family: elicit the members of Maggie's family. Ps: *A mum, a dad, a sister, a brother, a granny, a grandad, Fluffy, the cat.* Ask if pupils would like to know about Steve's family.

T: *Open your Pupil's books. Look at the pictures. Is Steve happy (mime the word happy and smile) or is he sad? (mime the word sad).*

#### While-listening

T: *Listen and say. What happened?*

#### Tapescript

1

Police woman: Oh, what's the matter? What's your name?

Steve: Steve.

Police woman: How old are you, Steve?

Steve: Six.

2

Police woman: Have you got a sister?

Steve: No.

Police woman: Have you got a brother?

Steve: A brother? No. I haven't.

Police woman: Have you got a mum?

Steve: Yes.

Police woman: What's her name?

Steve: Linda. She's kind.

Police woman: Have you got a dad?

Steve: Yes.

Police woman: What's his name?

Steve: Dave.

3

Steve: Oh, mummy, mummy! I love you very much!

Ask if pupils have understood what happened to Steve. Then ask in L1 if they have ever been lost.

Elicit the questions that the policewoman asked Steve. T: *Listen and say. What members of the family has Steve got? What are their names?*

Then check the answers. T: *Has he got a mum? What's her name? Has he got a dad? What's his name?*

#### Post-listening

Play the cassette again, pause at the end of each sentence and encourage pupils to repeat the words together.

T: *Listen and repeat.*

Then, divide the class into groups of two and assign the roles. T: *You're Steve. You're a policewoman. Listen and repeat your words.*

Next, allow the groups some time to practise the acting out.

Finally, watch some performances.

### Tapescript (in PB)

Practise the words of the song in isolation and in word combinations. Then play the cassette again and ask pupils to join in with the words.

### 5. Moving activity (Listen and do)

Ask pupils to stand up. Divide them into three groups: "Grannies", "Grandads" and "Dads". Tell pupils to listen to your instructions and to follow them if you call "their" group. T: *Dads, jump! Stop! Grannies, sit down!* Etc.

### 6. Workbook activities

#### Ex. 1

Tell pupils in L1 that today they are going to make finger puppets. Ask pupils to look at the pictures in ex. 1 and elicit from them what materials they need to make paper puppets and how they are made.

Provide each pupil with a 10 cm x 10 cm piece of paper, a paper clip and coloured pencils. Tell pupils to draw a face on the paper. Demonstrate to the class how to wind their pieces of paper around their index finger to get a "cylinder" and fix it with a paper clip. Allow pupils enough time to make their finger puppets. Then ask them to think of names for their puppets.

#### Ex. 2

Use your two finger puppets and demonstrate the role play to the class changing your voice. T: *Listen and say. What are their names? How old are they?*

Puppet 1: *Hello!*

Puppet 2: *Hello!*

Puppet 1: *How are you?*

Puppet 2: *I'm fine. Thanks. How are you?*

Puppet 1: *I'm OK. What's your name?*

Puppet 2: *My name's Tim. What's your name?*

Puppet 1: *My name's Tom. How old are you?*

Puppet 2: *I'm six. How old are you?*

Puppet 1: *I'm six. Have you got a brother?*

Puppet 2: *Yes. He's kind.*

Puppet 1: *Goodbye.*

Puppet 2: *Goodbye.*

Elicit the answers to the questions. T: *What are their names? Ps: Tim and Tom. T: How old are they? Ps: Six.*

Elicit from pupils what questions they heard in the dialogue.

T: *Work in pairs.* Pupils practise the role play with their finger puppets.

Finally, ask some pairs to perform the role play in front of the class.

### 4. Song "Goodbye, mum"

T: *Listen to the song.*

### 7. Round-up

 Song "Goodbye, mum".

## LESSON 7. PETER'S FAMILY

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Have you got a <i>mum</i> ? — <i>Yes, I've got a mum.</i> How's your <i>mum</i> ? — <i>She's fine, thanks.</i> Feeling words
<b>Pronunciation</b>	<b>Classroom language</b> Listen and guess. Work in pairs. Trace the lines. Circle the correct picture.	<b>You will need</b> Family flashcards Ball Coin for every pair of pupils

### 1. Warm-up

Play a ball game. Throw the ball to a pupil and say a family word: *Grandad*. The pupil should catch the ball, throw it back to you and say a true sentence: *I've got / I haven't got a grandad*.

### 2. Listening and speaking

#### PB, ex. 1

T: *Look at the pictures. What are their names?* Ps: *Peter the Parrot and Fluffy*.

T: *Listen and guess.* Describe one of the families in the photos. Ask pupils to put up their hands when they know the described family. T: *I've got a mum. I've got a dad. I've got a brother. I haven't got a sister.* Ps: *Fluffy's family*.

Show pupils a coin, toss it and introduce *heads* and *tails*. Say *heads* means Fluffy's family and *tails* means Peter's family.

T: *Work in pairs.* P1 tosses the coin, P2 describes the corresponding family. Then pupils swap roles. Provide each pair with a coin. Go round the classroom and help pupils if necessary.

#### PB, ex. 2

Ask pupils if they recognise the family in exercise 2. Ps: *Peter the Parrot's family*. T: *Is Peter happy or sad?* Ps: *Sad*. Tell pupils that Peter is sad because he isn't with his family and it's cold where he is now but the weather is always sunny and hot in his home.

Tell pupils that Peter got a letter from his family today and there are photos in it. Pretend to be Peter the Parrot and encourage pupils to ask you about the family: *How's your mum?* Answer for Peter: *She's fine, thanks*.

T: *Work in pairs.* P1 is Peter the Parrot and he/she answer P2's questions about the relatives in the photos.

### 3. Moving activity (Two lines)

P1: *Hello. How are you?*

P5: *Hi. I'm fine, thanks. How are you?*

P1: *I'm OK. Have you got a granny?*

P5: *Yes, I've got a granny.*

P1: *How's your granny?*

P2: *She's fine, thanks. Have you got a brother?* Etc.

### 4. Workbook activities

#### Ex. 1

T: *Trace the lines and find the characters' family photos.*

☞ **Key:** Fluffy: I've got a mum. I've got a dad. I've got a brother.

Peter: I've got a mum. I've got a dad. I've got a granny. I've got a grandad. I've got a sister. I've got a brother.

Steve: I've got a mum. I've got a dad. I've got a dog.

#### Ex. 2

Ask pupils to look at the children on the left and say who they are. Ps: *A girl, a boy, a boy, a girl*. Then say that the children need help — they can't find their relatives.

T: *Circle the correct picture.*

☞ **Key:** Girl 1 — sister № 4. Boy 1 — dad № 4. Boy 2 — sister № 3. Girl 2 — dad № 1.

### 5. Round-up

 Song "Goodbye, mum".

## LESSON 8. I LOVE MY FAMILY

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Family words Feelings
<b>Pronunciation</b>	<b>Classroom language</b> Listen and point. Listen and say. Tick or cross. Draw.	<b>You will need</b> Lively music <b>Pupils will need</b> family photos

### 1. Warm-up

T: *Hello! How are you? How's your mum? How's your granny? Etc.*

 Songs and chants of this unit.

### 2. Listening (PB, ex. 1)

#### Pre-listening

T: *Open your Pupil's Books. Look at the photo. Can you see a boy?*

#### While-listening

T: *Listen to the boy and point to the people in the photo.*

#### Tapescript

My name's Ben. I'm six. I've got a mum. She's kind. I've got a dad. He's nice. I've got a brother and a sister. I love my family.

T: *Listen and say. What's the boy's name? How old is he?*

#### Post-listening

T: *Listen and repeat.* Play the cassette, stop it after each sentence.

T: *Work in pairs.* P1 points to a family member in the photo, P2 speaks for Ben and says sentences about him/her.

### 3. Moving activity (Meet my family)

Ask pupils to take their family photos and stand up. Tell them to go round the classroom while the music plays and stop where they are when the music stops. Pupils turn to the nearest pupil and introduce their family to him/her.

### 4. Project preparation (PB, ex. 2)

Explain to pupils that in the next lesson they will introduce their families. To do that pupils will make their "family houses" at home and speak about them in front of the class.

Tell pupils that there is a model of their project in ex. 2 in their PBs.

Tell pupils that they may use cutout 1 of the house outline at the back of their WBs (page 107), glue onto some card, add the windows and draw their relatives in them. Pupils may glue their family photos instead of drawing "portraits". Pupils may decorate their project with some flowers, toys or ornaments on the "house".

#### Model story about a family

My name's Sasha. I've got a mum. She's nice. I've got a dad. He's kind. I haven't got a sister. I haven't got a brother. I've got a granny and a grandad. I love my family.

### 5. Workbook activities

Draw pupils' attention to the "About you" sign in the right top corner of the WB page and explain to the class that all the workbook activities in this lesson are about pupils' personal information. Go round the class, help pupils if needed. Ask them personal questions pointing to the pictures.

#### Ex. 1

Pupils tick the boxes if they have such a relative or cross it if they don't. Then they say how that person feels. Finally, pupils say that they love him/her. e.g. *I've got a mum. She's fine. I love my mum.*

Pupils repeat the procedure with "granny" and "brother".

#### Ex. 2

Pupils draw a member of their family that hasn't been mentioned in ex. 1, e.g. *A grandad.* Then, pupils speak about him/her. e.g. *I've got a grandad. He's kind. I love my grandad.*

### 6. Round-up

 Songs and chants of this unit.

## LESSON 9. I'M KARLSSON. I'M HAPPY

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Family words Feeling words Numbers Action words
<b>Pronunciation</b>	<b>Classroom language</b> Listen and tick. How many mums? Open your Pupil's Books. Match. Look and say.	<b>You will need</b> One coin, two counters Character flashcards Camera (optional) <b>Pupils will need</b> coloured pencils

### 1. Warm-up

 Songs and chants of this unit.

### 2. Project presentation (WB, ex. 1)

Before pupils start presenting their projects, ask them to look at the grid in their WBs. Draw their attention to the family pictures at the top of it and encourage the class to name them: *a mum, a dad, etc.*

Explain that while one pupil will be presenting his/her project, the others are supposed to listen and tick the matching boxes in the grid. Make sure pupils understand that they fill line 1 for the first pupil, line 2 for the second, etc.

Pupils speak about their families in turn presenting the houses they have made. The rest of the class should be busy filling in the grid in their WBs. To finish the activity you may ask pupils to look into their grids and answer your questions: *How many mums? How many sisters?* Etc. Help the class count the ticks in their WBs.

By the end of the project presentation stage the board will be decorated with the pupils' projects. Take a photo of the class in front of the board.

Big Bad Wolf  
Thumbelina  
Baby Bear

Волк  
Дюймовочка  
Медвежонок

Provide each group with a counter. The class will also need one coin and one PB to play the game. Tell them if they toss a coin and it shows *heads*, the group can take one step forward. *Tails* means two steps.

Decide which team will start the game. You may do it by throwing the coin: the team with 'tails' will start. The teams will get one point for every activity performed correctly.

#### RULES:

- If a group land on number **1, 3, 5, 6, 8, 10, 12** or **16**, a player from the group says how the character feels, e.g. *I'm happy.*
- If they land on number **2, 7, 11, 15**, a player says what relatives the character has, e.g. *I've got a dad.*
- Numbers **4, 9** and **13** mean that the group ask their player a question which he/she has to answer.
- If a group land on number **14**, every player says how he/she feels.
- Number **17** is to speak about family members of one of the players.

The group that finish the board game first, will ask the second group to sing any song they like.

### 3. Board game (PB, ex. 1)

Divide the class into two groups: "Sisters" and "Brothers" and tell them they are going to play a board game about fairy-tale characters.

T: *Open your Pupil's Books.* What are their names? Elicit the fairy-tail characters' names. Give their English equivalents.

Karlsson  
Pinocchio  
Eeyore  
Nif-Nif the Piglet  
Carabas-Barabas  
Little Red Riding Hood  
Cinderella

Карлсон  
Буратино  
Ослик Иа  
Поросенок Ниф-Ниф  
Карабас-Барабас  
Красная Шапочка  
Золушка

### 4. Moving activity (Peter says)

Pupils perform the actions only if you add "*Peter says*". If not, they stand still. T: *Climb a tree.* Pupils stand still. T: *Peter says, "Climb a tree".* Pupils mime climbing a tree. T: *Jump. Fly. Open your Pupil's Books. Close your eyes.* Etc.

### 5. Workbook activity

#### Ex. 2

Ask pupils to look at the fairy-tale characters on the top and say who they are. Ps: *Chippollino, Nif-Nif the Piglet and Baby Bear.* Say that they need pupils' help – they can't find their relatives. T: *Match the characters to their relatives.* Go round the classroom and listen to the pupils.

➤ **Key:** Chippollino: I've got a mum. I've got a brother.  
I've got a sister. I've got a dad.  
Nif-Nif the Piglet: I've got a brother.  
Baby Bear: I've got a mum. I've got a dad.

T: *Look and say.* Go through the pictures together and ask the class to name the pictures in chorus. Ps: *A mum, a dad, a sister, etc.*

➤ **Key:** A mum, a dad, a sister, a brother, a granny, a grandad, a cat, a dog, a family.

## 6. Do you remember? (WB, ex. 1)

For the procedure see Unit 1, lesson 11, activity 7.

OPTIONAL

The second star for the teacher to colour any moment he/she wants to go back to this page.

## 7. Round-up

Invite pupils to say goodbye to the characters. Ps: *Goodbye, Peter the Parrot.* Etc.

 Songs and chants of this unit.

## LESSONS 10, 11 — OPTIONAL LESSONS

# UNIT 3.

# I LOVE ANIMALS

By the end of the unit pupils will be able to:

- identify and describe animals;
- ask for and give information about the size of animals;
- say what children and animals can do.

## Vocabulary

**Farm animals and pets:** a parrot, a horse, a cow, a rabbit, a mouse, a pig, a sheep, a hamster, a fish, a frog, a hen, a chicken, a duck

**Action words:** run, jump, swim, fly, climb a tree, sing, dance

Little, big

It

## Structures and grammar

What's this? — It's a *pig*. It's *little*.

Can you *swim*? — Yes, I can. / No, I can't.

I can *jump*. I can't *dance*.

My *cat* can *jump*. It can *climb a tree*.

The article "a": It's a *dog*. It's   *brown*. It's   *big*. It's a *big dog*.

## Project: "My farm"

Hello, boys and girls. My name's Old McDonald. I've got a farm. It's big. I've got a cow, a horse, a dog, a pig and a fish. My cow is white and black. It's big. It can jump. My horse is brown. It's big. It can run. My dog is brown. It's little. It can dance. My pig is pink. It's big. It can jump. My fish is yellow and red. It's little. It can swim. I love my farm.

OPTION:

I've got a farm. My cow is green. It can climb trees. My horse is purple. It can fly. It can't jump. My dog is blue and white. It can dance. It can't run. My pig is orange. It can jump. My fish is white. It can sing. It can't swim. I love my farm.

## LESSON 1. WHAT'S THIS?

<p><b>Aim</b> To present and practise vocabulary and grammar  To develop listening and speaking skills</p>	<p><b>New language</b> A mouse, a rabbit, a pig, a sheep, a horse, a cow, a farm* What's this?* — It's a <i>pig</i>. The article "a"</p>	<p><b>Recycling</b> A dog, a cat, a parrot Numbers Colours</p>
<p><b>Pronunciation</b> [æ] — 'как лягушка' [i:] — 'плакса' [ɪ] — 'икает' [aʊ] — 'восхищается'</p>	<p><b>Classroom language</b> Listen and repeat. Let's play. Close / Open your eyes! Listen and guess. Work in pairs. Listen and tick or cross. Listen and colour. Match</p>	<p><b>You will need</b> Farm animal flashcards Magic Box Flashcards: "a", Mrs Bell Ball  <b>Pupils will need</b> coloured pencils</p>

## 1. Warm-up

T: *How are you? How's your mum? How's your dad?* Etc.  
Invite pupils to ask you the same questions.

## 2. Unit presentation (PB)

Ask pupils to look at the introductory page and name the animals which they know. Ps: *A dog, a cat, a parrot*. Say that today you are all going on a farm to see the animals.

## 3. Vocabulary presentation and practice

### Presentation

Take the farm animal flashcards out of the Magic Box one by one, put them on the board and introduce the new words to pupils recapping them. T: *It's a mouse / a rabbit / a pig / a sheep / a horse / a cow*.

T: *It's a mouse*. Ps: *It's a mouse*.

T: *It's a rabbit*. Ps: *It's a rabbit*.

T points to *mouse*. Ps: *It's a mouse*. T points to *rabbit*. Ps: *It's a rabbit*.

T: *It's a pig*. Ps: *It's a pig*.

T points to *mouse*. Ps: *It's a mouse*. T points to *rabbit*. Ps: *It's a rabbit*. T points to *pig*. Ps: *It's a pig*. Etc.

### Checking understanding

Point to the flashcards on the board and say the words in English. Encourage pupils to answer *Yes* if you say the correct word and *No* if you say the wrong word.

### Pronunciation

T (in L1): *Mrs Bell's friend opens his mouth like a frog*: [æ] [æ] [æ]. Listen and repeat: [æ] — *black, dad, granny, grandad, rabbit, a rabbit, it's a rabbit*.

T: *Another of Mrs Bell's friends is a cry-baby*: [i:] [i:] [i:]. Listen and repeat: [i:] — *green, sheep, a sheep, it's a sheep*.

T: *The cry-baby began to hiccup*: [ɪ] [ɪ] [ɪ]. Listen and repeat: [ɪ] — *pig, a pig, it's a pig*.

T: *One more of Mrs Bell's friends admires everybody*: [aʊ] [aʊ] [aʊ]. Listen and repeat: [aʊ] — *how, wow, brown, cow, a cow, it's a cow*.

### Practice (What's missing?)

T: *Let's play*. Put the farm animal flashcards on the board. Then say: *Goodbye, one eye! Goodbye, two eyes! Close your eyes*. Next, take any flashcard from the board and hide it behind your back. Say: *Open your eyes. What's this?* Pretend to look puzzled. Ps: *It's a cow*. T: *Yes, it's a cow*. Show the flashcard and repeat the procedure with the other farm animals.

## 4. Chant "What's this?" (PB, ex. 1)

First, ask pupils to name all the animals in the picture. Ps: *It's a dog*. Etc.

T: *Listen and guess the animals. Woof-woof!* Ps: *It's a dog!* Etc.

Dogs		<i>Woof-woof!</i>
Cats		<i>Miaow-miaow!</i>
Cows		<i>Moo-moo!</i>
Sheep	say	<i>Baa-baa!</i>
Horses		<i>Neigh- neigh!</i>
Pigs		<i>Oink-oink!</i>
Mice		<i>Squeak-squeak!</i>

T: *Listen and point*.

Tapescript (in PB)

Play the cassette again, make a pause after each question *What's this?* and encourage pupils to answer it.

T: *Listen and join in with the animal sounds, questions and answers in the chant*.

## 5. Speaking (PB, ex. 2)

T: *Work in pairs*. P1 points to a picture, P2 guesses the animal. P1: *What's this?* P2: *It's a pig*. Etc.

➔ **Key:** 1. It's a pig. 2. It's a mouse. 3. It's a cow. 4. It's a horse. 5. It's a sheep. 6. It's a rabbit. 7. It's a cat.

## 6. Moving activity (Mime and guess)

Mime a rabbit and ask: *What's this?* Ps: *It's a rabbit*. Then invite individual pupils to mime other animals and the rest of the class to guess them.

## 7. Grammar presentation and practice

### Presentation

Tell the fairy-tale about "Lipuchka" in L1. Involve pupils in storytelling. Use the flashcards to illustrate the story.

*Т: Жила-была на свете Липучка "а". Она была очень добрая и веселая. Она дружила со всеми животными и поэтому всегда к ним прилипала. Т: Dog. A dog. It's a dog. Cat. Ps: Cat. A cat. It's a cat.*

*Пошла как-то Липучка погулять и встретила краски. Хотела Липучка прилипнуть к ним, но не смогла, потому что краски ее ослепили. Т: Blue. It's blue. Red. Ps: It's red.*

### Practice

Play a ball game. Throw a ball to individual pupils and say either animal words or colour words. Pupils catch the ball, throw it back to you and say a sentence with or without "Lipuchka". T: *Rabbit*. P1: *It's a rabbit*. T: *Grey*. P2: *It's grey*. Etc.

## 8. Workbook activities

### Ex. 1

Tell pupils they are going to listen to Steve and Maggie speaking about the farm animals they've got.

T: *Listen and tick or cross.* Remind pupils what *ticks* and *crosses* mean.

### Tapescript

Steve: I'm Steve. I've got a rabbit. It's white. I've got a horse. It's grey. I've got a dog. It's black. I haven't got a mouse.  
Maggie: I'm Maggie. I've got a cat. It's white. I haven't got a cow. I've got a pig. It's pink. I haven't got a sheep.

T: *Listen and colour.* Play the cassette again and let pupils colour the animals.

### Ex. 2

T: *Match the animals to their silhouettes.* Go round the classroom and ask: *What's this?* Ps: *It's a pig.*

## 8. Round-up

 Chant "What's this?"

Encourage pupils to say goodbye to the farm animals as you put the flashcards into the box. Ps: *Bye-bye, horse! Bye-bye, cow!* Etc.

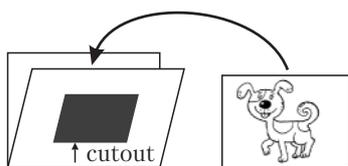
## LESSON 2. BIG OR LITTLE?

<p><b>Aim</b> To present and practise vocabulary To teach pupils how to speak about the size of animals To develop listening skills</p>	<p><b>New language</b> Big, little</p>	<p><b>Recycling</b> Farm animals and pets (words) What's this? – It's a <i>dog</i>.</p>
<p><b>Pronunciation</b> [ɪ] – 'икает' Falling intonation of question: <i>What's ∨ this?</i></p>	<p><b>Classroom language</b> Listen and repeat. Listen and point. Work in pairs. Who can you see? Stand in a circle. Can you give me a <i>horse</i>?</p>	<p><b>You will need</b> Farm animal flashcards Big toy and little toy (e.g. <i>dogs</i>) Magic Box Magic Window (make it yourself)</p>

### 1. Warm-up

 Chant "What's this?"

#### Magic Window



Fold an A4 piece of paper in two and make a small hole as shown in the picture. Put a flashcard into the Magic Window so that pupils can see only part of the picture. Ask: *What's this?* When pupils guess, say: *Yes, it's a dog.* Show the animal flashcard to the class. Repeat the procedure with other farm animals.

### Pronunciation

T (in L1): *The cry-baby hiccups: [ɪ] [ɪ][ɪ]. Listen and repeat: [ɪ] – pig, a pig, big, a big pig, little, a little pig. It's a pig. It's a big pig. It's a little pig.*

Practise the intonation of the question. Ask pupils to help themselves with their hands falling slowly when their voice goes down. T: *What's ∨ this?*

### Practice

Invite an individual pupil to come out to be a teacher. Give him/her the Magic Window. P1: *What's this?* Ps: *It's a pig.*

### PB, ex. 1

T: *Listen and point.* Pupils listen to you and point to the corresponding pictures of big and little animals. T: *A big dog, a little dog.* Etc.

T: *Work in pairs.* P1 points to an animal in the picture and asks: *What's this?* P2 names the animal: *It's a little horse.* Etc. Pupils swap roles.

### 2. Vocabulary presentation and practice

#### Presentation

Take a big dog and a little dog, and say: *Look, I've got two dogs.* Hold up a big dog and ask: *What's this?* Ps: *It's a dog.* T: *Yes, it's a **big** dog.* Hold up a little dog and ask: *What's this?* Ps: *It's a dog.* T: *Yes, it's a **little** dog.* Mime the new words and encourage pupils to repeat after you. Ps: *Big – little.*

### 3. Cartoon (PB, ex. 2)

#### Pre-listening

T: *Who can you see?* Ps: *A boy.* T: *What's his name?* Ps: *Steve.* T: *Can you see a girl?* Ps: *Yes.* T: *What's her name?* Ps: *Maggie.* T: *Who else can you see?* Ps: *Granny.* T: *Yes, she's Maggie's granny.* Then ask about the animals in the pictures. T: *What's this?* Ps: *It's a horse.* Etc.

### While-listening

T: *Listen and point.*

#### Tapescript

1

Maggie: Hello, Granny! How are you?  
Granny: Hello, Maggie! I'm fine. How are you?  
Maggie: I'm fine, too.  
Steve: My name's Steve.  
Granny: Hello, Steve. How are you?  
Steve: Hello. I'm fine, thanks.

2

Steve: What's this?  
Granny: It's a cow. It's a big cow.  
Maggie: What's this?  
Granny: It's a rabbit. It's a little rabbit.  
Steve: Maggie, look! What's this?  
Granny: It's a horse. It's a big horse. And it's a little sheep.

3

Steve: Maggie! Look, it's a little pig.  
Maggie: Oh, Steve! Look, it's a mouse!  
Steve: It's a little mouse.  
Maggie: It's a m-o-u-s-e!

Ask pupils in L1: *Why does Maggie scream?* Ps: *She's afraid of mice.*

### Scrambled listening

See the instruction in Unit 1, lesson 3, activity 5.  
Pupils point to the correct pictures.

➔ Key: 2, 3, 1

### Post-listening

Play the cassette again, pause it at the end of each sentence and encourage pupils to repeat the words together. T: *Listen and repeat.*

Then, divide the class into groups of four and assign the roles. T: *You're Steve. You're Maggie. You're Maggie's granny.* Tell pupils to repeat "their" roles after the cassette. Next, allow the groups some time to practise the acting out.

Finally, let pupils act out the story in front of the class.

### 4. Moving activity (Big and little animals)

T: *Stand in a circle.* Tell pupils to pretend to be the animals you call out. T: *A big horse.* Pupils raise their arms and walk on tiptoes like a horse. T: *A little cat.* Pupils sit down. Etc.

### 5. Workbook activities

#### Ex. 1

T: *Match big and little animals.* Go round the classroom and ask: *What's this?* Ps: *It's a little dog.*

OPTIONAL

Allow pupils the time to colour the animals.

### 6. Round-up

T: *Can you give me a dog?* A pupil goes to the board, takes the flashcard of a dog and gives it to you. Encourage the class to say goodbye to the toys as you put them into the Magic Box. Ps: *Bye-bye, little dog. Bye-bye, big dog.*

## LESSON 3. OLD MCDONALD

<p><b>Aim</b> To present and practise vocabulary and grammar  To teach pupils how to describe animals</p>	<p><b>New language</b> A hen, a hamster, a frog, a chicken, a duck, a fish The article "a" Old McDonald has <i>a duck</i>.*</p>	<p><b>Recycling</b> Farm animal words Action words Big, little</p>
<p><b>Pronunciation</b> [h] – 'дует на зеркало' [v] – 'рисует "о"' [ɪ] – 'икает'</p>	<p><b>Classroom language</b> Listen and repeat. Listen and point. Listen and do. What can you see? Let's play Bingo. Trace the lines.</p>	<p><b>You will need</b> Farm animal flashcards Flashcards: "a", Mrs Bell Magic Box Magic Window Ball  <b>Pupils will need</b> coloured pencils</p>

### 1. Warm-up

 Chant "What's this?"

Open the Magic Box and take out the flashcards of familiar farm animals one by one. Encourage pupils to greet the animals. Ps: *Hello, horse!* Etc.

### 2. Vocabulary presentation and practice

#### Presentation

Invite pupils to meet some new animals on Maggie's granny's farm.

Encourage the class to ask you: *What's this?* every time you introduce the new words. Take the animal flashcards out of the Magic Box one by one, put them on the board and introduce them to pupils recapping the words. T: **A hen, a hamster, a frog, a chicken, a duck and a fish.**

T: *It's a hen.* Ps: *It's a hen.*

T: *It's a hamster.* Ps: *It's a hamster.*

T points to *hen*. Ps: *It's a hen.* T points to *hamster*. Ps: *It's a hamster.*

T: *It's a frog.* Ps: *It's a frog.*

T points to *hen*. Ps: *It's a hen.* T points to *hamster*. Ps: *It's a hamster.* T points to *frog*. Ps: *It's a frog.* Etc.

### Checking understanding

T: *Take a hamster, Sasha.* The pupil comes to the board and takes the card. Hand out all the cards to pupils.

T: *Can you give me a hamster?* Pupils come to you and give the cards back.

### Pronunciation

T (in L1): *Mrs Bell blows on her mirror:* [h][h][h]. *Listen and repeat:* [h] – *hello, how are you? horse, a horse, it's a horse, hen, a hen, it's a hen, hamster, a hamster, it's a hamster.*

T: *Mrs Bell's lips make the letter "o":* [ɒ] [ɒ] [ɒ]. *Listen and repeat:* [ɒ] – *dog, a dog, it's a dog, frog, a frog, it's a frog.*

T: *Mrs Bell has come with her friend who hiccups:* [ɪ] [ɪ] [ɪ]. *Listen and repeat:* [ɪ] – *pig, a pig, a big pig, it's a big pig, fish, a fish, a little fish, it's a little fish.*

### Practice (the Magic Window)

See the instruction in Unit 3, lesson 2, activity 1.

Put the new farm animal flashcards into the Magic Window and invite the class to guess the animals.

T: *What's this?* Ps: *It's a frog.*

## 3. Song "Old McDonald" (PB, ex. 1)

Point to the old man in the picture and introduce him to pupils. T: *His name's McDonald, old McDonald. He's a farmer.* Encourage pupils to name the animals in the picture.

T: *Listen and point to the animals.*

### Tapescript (in PB)

Elicit what sounds the animals in the song made.

Ducks	say	Quack-quack!
Frogs		Croak-croak!
Dogs		Woof-woof!
Cows		Moo-moo!

Play the cassette again and ask pupils to join in with the words and animal sounds.

## 4. Moving activity (Listen and do)

T: *Stand up.* Divide pupils into four groups: "Ducks", "Frogs", "Dogs", "Cows". T: *Listen and do. Ducks, swim! Frogs, jump! Dogs, run!* Etc.

## 5. Grammar presentation and practice

### Presentation

Tell the next part of the fairy-tale about "Lipuchka" in L1. Use the flashcards to illustrate the story.

*T: Lipuchka не дружила со словами "big" и "little". Она никак не могла к ним прилипнуть. Lipuchka боялась слова "big", потому что оно было очень большое. T: It's big. А мимо слова "little" Lipuchka всегда проходила, не замечая его, потому что оно было очень маленькое. T: It's little.*

*Однажды Lipuchka встретила большую корову. Сначала Lipuchka испугалась, но потом увидела, что это ее подруга, и прилипла к ней. T: It's a big cow.*

*Через некоторое время Lipuchka проходила мимо маленькой мышки. Мышка была очень хорошим другом Lipuchki, и, несмотря на то, что она была очень маленькой, Lipuchka заметила ее и прилипла к ней. T: It's a little mouse.*

### Practice

Play a ball game. Throw a ball to individual pupils and say: *Duck. / Little. / Little duck.* Etc. Pupils catch the ball, throw it back to you and say a sentence with or without "Lipuchka". Ps: *It's a duck. / It's little. / It's a little duck.* Etc.

## 6. Workbook activities

### Ex. 1

T: *Look at the pictures. What animals can you see?*

T: *Let's play Bingo!* Tell pupils to look at board 1. Ask them to tick any four boxes. Check if pupils have ticked different pictures and not just copied each other. Then, explain that you will take some animal flashcards out of the Magic Box and name them but you won't show the pictures to the class. Tell pupils they should listen to you carefully and circle the ticks when they hear the words which they have ticked before. If the word hasn't been ticked, pupils miss their turn and do nothing.

T: *It's a fish. Who's got a fish?* Pupils who have ticked the picture of a fish on board 1, put up their hands and say: *I've got a fish.* Give the class time to find and circle the correct boxes. Those who have not ticked the picture of a fish don't do anything. Continue with the other pictures. When a pupil has circled all the ticks, he/she puts up a hand and says: *Bingo!* Play the game until all the pupils have said: *Bingo!*

Repeat the procedure to play game 2.

### Ex. 2

T: Trace the lines and find what animals live in the houses.  
Pupils may use different colour pencils to trace over different lines.

Check pupils' answers. T: *Number 1.* Ps: *A dog.*

### 7. Round-up

 Song "Old McDonald".

Encourage the class to say goodbye to the animals as you put the animal flashcards into the Magic Box.

Ps: *Bye-bye, frog. Bye-bye, cow.* Etc.

## LESSON 4. CAN YOU SWIM?

<p><b>Aim</b> To teach pupils how to say what they can do To teach pupils how to ask if someone can do some actions and answer such questions</p>	<p><b>New language</b> Run, jump, fly, climb a tree, swim, dance, sing I can <b>sing</b>. Can you <i>fly</i>? – Yes, I can./No, I can't. I can't <i>fly</i>.</p>	<p><b>Recycling</b> Farm animal words Numbers</p>
<p><b>Pronunciation</b> [dʒ] – 'на машине' [w] – 'как рыбка' [r] – 'рычит'  Rising intonation of questions: <i>Can you ↑ run?</i></p>	<p><b>Classroom language</b> I've got something in the Magic Box. Guess. Work in pairs. Point and say. Listen and join the dots. Tick or cross.</p>	<p><b>You will need</b> Toy animals (a cat, a duck, a fish) Magic Box Action flashcards Flashcard: Mrs Bell</p>

### 1. Warm-up

 Song "Old McDonald".

### Practice (PB, ex. 1)

T: *Work in pairs. Point and say.* P1 points to a picture, P2 says for Peter the Parrot: *I can sing. I can run.* Etc.

### 2. Vocabulary and structure presentation and practice

#### Presentation

T: *I've got something in the Magic Box. Guess.* Ps: *Have you got a horse? Have you got a cow? Have you got a cat?*  
T: *Yes, I've got a cat.*

Take the toy cat out of the Magic Box. Speak for the cat and demonstrate every action: **I can run. I can jump. I can dance. I can sing. I can climb a tree.** Take the toy duck and say: **I can fly.** Take the toy fish and say: **I can swim.** Encourage the class to repeat the new words and miming after you. Put the action flashcards on the board and recap the new words.

#### Checking understanding

Say in L1 that all the animals from McDonald's farm like doing morning exercises. Invite pupils to guess the animals. T: *I can swim.* Ps: *It's a fish.* T: *I can swim and fly.* Ps: *It's a duck.* Etc.

#### Pronunciation

T (in L1): *Mrs Bell has come by car:* [dʒ][dʒ][dʒ]. *Listen and repeat:* [dʒ] – *jump, I can jump.* T: *Who can jump?* P1: *I can jump.*

T: *Mrs Bell has come with her friend who opens his mouth like a fish:* [w][w][w]. *Listen and repeat:* [w] – *swim, I can swim.* T: *Who can swim?* P2: *I can swim.*

T: *Mrs Bell's friend is angry. He's roaring:* [r][r][r]. *Listen and repeat:* [r] – *run, I can run.* T: *Who can run?* P3: *I can run.*

### 3. Structure presentation and practice

#### Presentation

Ask individual pupils **Can you...?** Help them to answer your question: **Yes, I can./No, I can't.**

#### Checking understanding

Show the class the action flashcards one at a time and encourage them to ask you the questions **Can you...?** Give short answers and mime the actions.

#### Pronunciation

T (in L1): *Mrs Bell wants to teach you how to ask questions.* Ask pupils to help themselves with their hands raising them slowly or stand on tiptoes when their voice goes up. T: *Listen and repeat:* *Can you ↑ run? Can you ↑ jump? Can you ↑ swim? Can you ↑ dance?*

#### Practice

T: *Work in pairs.* P1 asks three questions **Can you...?** P2 gives true answers. Then, partners swap roles. Go round the classroom and listen to pupils speaking.

### 4. Chant "Can you jump?" (PB, ex. 2)

T: *Who can you see?* Ps: *Boys and girls.*

T: *Listen and point.*

Tapescript (in PB)

Play the cassette again and encourage the class to join in with the answers: *Yes, I can. Look.*

### 5. Moving activity ("Can you jump?")

Ask pupils to stand up, listen to the chant "Can you jump?" on the cassette and do the actions.

### 6. Workbook activities

#### Ex. 1

T: *Listen, find the pictures of animals and join the dots next to the pictures.*

Tapescript

*A dog, a fish, a cat, a hamster, a cow, a duck, a chicken, a horse, a cow, a cat, a mouse, a pig, a hamster, a frog, a fish, a mouse, a sheep, a horse, a pig, a dog.*

➔ **Key:** A hen.

#### Ex. 2

Draw pupils' attention to the "About you" sign. Pupils tick the box if they can do the action in the picture. If not, they cross the box. Remind the class of what *ticks* and *crosses* are. Go round the classroom and listen to individual pupils: *I can jump. I can't sing.* Etc.

### 7. Round-up

Ask pupils to say what they can do. P1: *I can jump.* P2: *I can run.* Etc.

🎧 Chant "Can you jump?"

## LESSON 5. MRS HEN'S SECRET

<b>Aim</b> To teach pupils how to say what they can't do To develop listening and speaking skills	<b>New language</b> I can't <i>dance</i> . Mr*, Mrs* Sorry, I don't know.*	<b>Recycling</b> Animal words Action words He, she What's this? Can you <i>swim</i> ? – Yes, I can./No, I can't. I can <i>dance</i> .
<b>Pronunciation</b> Falling intonation of statements: <i>I can ↘ swim. I ↘ can't climb a tree.</i>	<b>Classroom language</b> Work in pairs. What can you see? Listen and point. Listen and tick or cross.	<b>You will need</b> Action flashcards Animal flashcards Flashcard: Mrs Bell

### 1. Warm-up

🎧 Chant "Can you jump?"

### 2. Structure presentation and practice

#### Presentation

Show the class the action flashcards and mime the actions. Choose those actions that you can't do and say: ***I can't climb a tree. I can't swim.*** Draw pupils' attention to the long sound [ɑ:] in *can't*.

#### Checking understanding

Invite the class to pretend to be "an echo". Pupils repeat those sentences that are true about them. T: *I can dance. I can't dance. I can sing. I can't sing.* Etc.

#### Pronunciation

T (in L1): *Mrs Bell wants to teach you how to ask questions. Stand up and raise your arms when your voice goes up.*

T: *Listen and repeat: Can you ↗ run? Can you ↗ jump? Can you ↗ swim? Can you ↗ dance?*

Practise the intonation of the statements. Ask pupils to help themselves with their hands falling slowly when their voice goes down. T: *Listen and repeat: I can ↘ run. I can ↘ jump. I ↘ can't swim. I ↘ can't dance.*

#### Practice

Put the action flashcards on the board. Give each pupil one animal flashcard. Invite pupils to make negative sentences about the animal they have.

P1: *I'm a dog. I can't climb a tree.*

### 3. Storytelling (PB, ex. 1)

#### Pre-listening

T: *Look at picture 1. What can you see?* Ps: *A cow.* T: *Is it big?* Ps: *Yes.* Etc.

Explain what "Mrs" and "Mr" mean in the animals' names. Check pupils' understanding. T: *Mrs Hen.* Ps: *She.* T: *Mr Horse.* Ps: *He.* Etc.

### While-listening

T: *Mrs Hen has got a secret. Listen and point.*

#### Tapescript

1

Mrs Hen: I've got a little secret.

Mr Horse: What's this, Mrs Cow?

Mrs Cow: Sorry, I don't know. What's this, Mrs Sheep?

Mrs Sheep: Sorry, I don't know.

All the animals: What's this, Mrs Hen?

2

Mr Pig: Oink-oink! It's a little, yellow chicken.

Mr Horse: Hello, boy! Can you run?

Chicky: No, I can't.

3

Mr Rabbit: Can you jump?

Chicky: No, I can't.

Peter the Parrot: Can you fly?

Chicky: No, I can't.

4

Mrs Duck: Can you swim?

Chicky: No, I can't. I c-a-n sing!

Old McDonald has a chick,

e-i-e-i-o,

e-i-e-i-o.

Peep-peep-peep.

Peep-peep-peep.

Ask pupils what secret Mrs Hen has. Ps: *A little chicken.*

### Post-listening

Play the cassette again for picture 1 and stop it after the questions *What's this, Mrs Cow? What's this, Mrs Sheep?* Encourage pupils to say: *Sorry, I don't know.*

Play the cassette for pictures 2–4 and stop the cassette after the questions *Can you run? Can you jump? Can you fly? Can you swim?* Encourage pupils to say: *No, I can't.* Then invite pupils to act out the cartoon. The roles are:

*Mrs Hen, Mr Horse, Mrs Cow, Mrs Sheep, Mr Pig, Peter the Parrot, Little Chicken, Mr Rabbit, Mrs Duck.*

### 5. Moving activities (Peter says)

Pupils do the actions if you add "Peter says" to your commands. If not, pupils stand still. Pupils, who do the actions without those words, are out. T: *Climb a tree. Jump. Fly. Dance.* Etc.

### 5. Workbook activity

#### Ex. 1

Tell pupils to tick the box if Little Chicken from the cartoon "Mrs Hen's secret" can do the action in the picture or cross the box if it can't.

When you check pupils' answers, ask them to speak for the chicken. Ps: *I can't jump. I can't run. I can't fly. I can sing. I can't swim.*



#### Ex. 2

T: *Listen and tick or cross.*

#### Tapescript:

Maggie: Hello. I'm Maggie. I can dance. I can sing. I can swim. I can't climb a tree.

Steve: Hello. I'm Steve. I can jump. I can't dance. I can climb a tree. I can't sing.

Check pupils' answers. T: *Maggie, can you dance?* Ps: *Yes, I can.* Etc.

### 6. Round-up

P1: *Can you swim?* P2: *Yes, I can. Can you climb a tree?* P3: *No, I can't. Can you run?* Etc.



Song "Old McDonald".

## LESSON 6. MY CAT CAN JUMP

<p><b>Aim</b> To teach pupils to say what animals can do To develop listening skills</p>	<p><b>New language</b> My cat can jump. It can jump. It can't fly. My dog can run, too.*</p>	<p><b>Recycling</b> Action words Animal words He, she I've got a cat. Can you <i>swim</i>? – Yes, I can. / No, I can't.</p>
<p><b>Pronunciation</b></p>	<p><b>Classroom language</b> Listen and guess. Who can you see? Listen and point. Act out the story. Stand in a circle. Listen and tick. Listen and colour</p>	<p><b>You will need</b> Farm animal flashcards Photo of your pet or a toy animal Large envelope Lively music <b>Pupils will need</b> coloured pencils</p>

### 1. Warm-up

Chant "Can you jump?"

Encourage pupils to say one thing they can do and one thing they can't. Ps: *I can climb a tree. I can't fly.*

### 2. Riddles (PB, ex. 1)

Ask the class to look at the picture and name the animals in it. Ps: *It's a parrot. It's a cow.* Etc.

Tell pupils you are going to say some riddles about the animals in the picture. Translate the word *riddle*. T: *Listen and guess.*

T: *It's little. It can run. It can't fly. It's pink.* — Ps: *It's a pig.*

T: *It's little. It can sing. It can run. It can't fly. It can't swim. It's yellow.* — Ps: *It's a chicken.*

T: *It's big. It can jump. It can run. It can't fly. It's brown.* — Ps: *It's a cow.*

T: *It's little. It can't swim. It can fly.* — Ps: *It's a parrot.*

OPTION

T: *Work in pairs.* P1 says a riddle about an animal in the picture, P2 guesses it and points to it.

### 3. Cartoon (PB, ex. 2)

#### Pre-listening

T: *Who can you see?* Ps: *Steve and Maggie.* T: *What animals can you see?* Ps: *Peter the Parrot, Lucky (the dog) and Fluffy (the cat).*

#### While-listening

T: *Listen and point to the animals.*

#### Tapescript

1

Maggie: Hi, Steve. Look! My cat can run!

Steve: My dog can run, too!

Peter: I can run, I can run.

2

Maggie: My cat can jump.

Steve: My dog can jump, too.

Peter: I can jump, I can jump.

3

Maggie: Look! My cat can climb a tree.

Steve: Look! My dog can swim.

Peter: I can fly... Bye-bye!

T: *Listen again and repeat with Peter the Parrot.*

#### Post-listening

Play the cassette again, pause at the end of each sentence and encourage pupils to repeat the words together.

T: *Listen and repeat.*

Then, divide the class into groups of three and assign the roles. T: *You're Steve. You're Maggie. You're Peter the Parrot.* Play the cassette and tell pupils to repeat 'their' roles after the cassette.

Next, allow the groups some time to practise the acting out.

Finally, watch some performances. T: *Act out the story.*

### 4. Structure presentation and practice

#### Presentation

Point to a boy and say: *He.* Point to a girl and say: *She.* Hold up any animal flashcard and say: **It.** Repeat the words: *he, she, it.* Invite pupils to repeat after you.

Show the photo of your pet or a toy animal. T: *I've got a cat. **It can jump.** It can run. It can climb a tree. **It can't fly.** It can't dance.* Etc.

#### Practice

Say animal or family words and boys' or girls' names to the class. Encourage pupils to say the corresponding pronouns. T: *Maggie.* Ps: *She.* T: *Grandad.* Ps: *He.* T: *A fish.* Ps: *It.* Etc.

### 5. Moving activity (Pass the envelope)

T: *Stand in a circle.* Show pupils a large envelope with some animal flashcards in it. Tell them they will pass the envelope around the circle while the music plays. When the music stops, the pupil with the envelope picks any of the flashcards and makes true sentences about the animal in the picture: *I've got a frog. It can jump. It can't fly.* Etc.

### 6. Workbook activities

#### Ex. 1

T: *Listen and tick the animals.* Draw pupils' attention to the fact that one box should stay empty.

#### Tapescript

1. Hello, my name's Anna. I've got a cat. It's grey. My cat can swim.
2. Hello, my name's Sasha. I've got a rabbit. It's black. My rabbit can jump.
3. Hello, my name's Tanya. I've got a hamster. It's brown. My hamster can dance.
4. Hello, my name's Misha. I've got a hen. It's red. My hen can run.

Check pupils' answers T: *Number one.* Ps: *My cat can swim.* Etc.

Play the cassette again. T: *Listen and colour.*

Check pupils' answers. T: *What colour is the cat?* Ps: *It's grey.* Etc.

### 7. Round-up

Ask pupils to stand up. Say action words and encourage the class to mime the actions.

Chant "Can you jump?"

## LESSON 7. I'VE GOT A FARM

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Farm animal words Numbers Colours Action word
<b>Pronunciation</b> [r] – ‘рычит’ [w] – ‘как рыбка’ [h] – ‘дует на зеркало’	<b>Classroom language</b> Put up your hands. Clap your hands. Who can you see? Listen and count. Listen and guess. Work in pairs. What’s wrong? Cross the odd one out.	<b>You will need</b> Flashcard: Mrs Bell <b>Pupils will need</b> coloured pencils

### 1. Warm-up

-  Chant “What’s this?”
-  Song “Old McDonald”.

### 2. Pronunciation

T (in L1): *Mrs Bell wants to see how well you’ve learnt the English sounds. Put up your hands when you hear [r] – a rabbit, a fish, a frog, a parrot, run, a chicken, climb a tree.*  
T: *Clap your hands when you hear [w] – What’s this, swim, jump, what’s your name?*  
T: *Jump when you hear [h] – a hen, a duck, fly, a hamster, a horse, how are you? sing, how old are you? pig, how’s your mum?*

### 3. Listening (PB, ex. 1)

T: *Who can you see?* Ps: *Old McDonald.* T: *What animals can you see?* The pupils name the animals.  
T: *Listen and count the animals mentioned.*

#### Tapescript

Hello, boys and girls. My name’s McDonald. I’ve got a farm. It’s big. I’ve got a cow, a horse, a dog, a pig and a fish. My cow can jump. My horse can run. My dog can dance. My pig can jump. My fish can swim. I love my animals.

Elicit from pupils how many animals have been mentioned. Ps: *Five.*

T: *Listen and guess which picture is described.*

➔ **Key:** The picture at the top of the page.

T: *Work in pairs.* P1 chooses a picture and describes it as if he/she is Old McDonald, P2 guesses the picture. Pupils swap roles.

### 4. Moving activity (Snowball game)

Tell pupils they have to be very careful to play the next game.  
T: *Speak in turn, repeat the sentences and add a new one.*  
T: *I’m Old McDonald. I’ve got a farm. I’ve got a cow.*  
P1: *I’m Old McDonald. I’ve got a farm. I’ve got a cow. I’ve got a pig.*  
P2: *I’m Old McDonald. I’ve got a farm. I’ve got a cow. I’ve got a pig. I’ve got a duck.* Etc.

### 5. Workbook activities

#### Ex. 1

Ask pupils to name the animals in the picture. T: *What’s wrong?*

When pupils understand that the picture is not finished, ask them to finish it. Go round the classroom and ask: *What’s this? What colour?* Etc.

#### Ex. 2

Ask pupils to name the animals in the first line. Ps: *A frog, a cat, a rabbit, a hen.* Ask them if they understand why the picture of a hen is crossed out. Ps: *It can’t jump.* Actually, there is no one true answer to the question. Accept different ideas from pupils and let them explain why they think so.

➔ **Key:** 1. A hen. It can’t jump. 2. A duck. It’s a bird. 3. A sheep. It’s big.

### 6. Round-up

-  Song “Old McDonald”.

## LESSON 8. FUNNY ANIMALS

<b>Aim</b> To develop speaking skills	<b>New language</b>	<b>Recycling</b> Farm animal words Action words Colours It’s a yellow sheep. It can jump.
<b>Pronunciation</b>	<b>Classroom language</b> What’s wrong? Tick or cross.	<b>You will need</b> Farm animal flashcards Action flashcards

## 1. Warm-up

T: *Hello! How are you? How's your mum? How's your granny?* Etc.

T: *Can you jump?* P1: *Yes, I can. Look!* Etc.

 Songs and chants of this unit.

## 2. Speaking (PB, ex. 1)

PBs closed. Show the class the farm animal flashcards and ask them: *Can a dog run?* Elicit: *Yes. It can run.* Etc.

Say that today pupils will meet funny animals that can do unusual things. T: *Open your Pupils' Books. What's wrong?*

### Key:

1. The animals in the picture are of unusual colours. It's a purple pig / a white fish / a green horse / a yellow sheep / a yellow dog / a grey chicken / a green cat / a blue rabbit / an orange mouse / a pink cow / an orange frog / a pink hen / a red duck.
2. The animals in the picture can do unusual things. A pig can climb a tree. A fish can fly. A horse and a sheep can jump. A dog, a mouse and a chicken can sing. A rabbit and a frog can dance. A cow can swim. A hen and a duck can run.

### OPTION

Tell pupils you would like to check their memory. Tell them they are supposed to look at the picture for one minute to remember all the details. Then ask them to close their PBs and complete your sentences.

T: *It's a blue...* Ps: *It's a blue rabbit.* T: *A (purple) pig can ...* Ps: *A purple pig can climb a tree.* Etc.

## 3. Project preparation (PB, ex. 2)

Explain to pupils that at home everyone will make their farms and speak about them in front of the class in the next lesson.

Tell pupils that there is a model of their project in exercise 2 in their PBs. It is a farm with some animals and barns. The animals should be coloured and stuck to the "ground". Tell pupils they may make either Old McDonald's Farm (animals are of usual colours and can do usual things) or a Funny Animals Farm (animals are of unusual colours and can do unusual things).

Tell pupils that they will need a large sheet of card, a glue stick, scissors and coloured pencils. Explain to the class that they may use cutout 2 of the animal pictures at the back of their WBs (page 109) and cut out the animals they like. Then pupils should colour

the animals and stick them onto the card. They may also decorate their farms with some flowers, grass or a pond. To make the "barns" pupils will need empty match boxes or similar small boxes.

### Model story about a farm

Hello, boys and girls. My name's Old McDonald. I've got a farm. It's big. I've got a cow, a horse, a dog, a pig and a fish. My cow is brown and white. It's big. It can jump. My horse is black. It's big. It can run. My dog is brown. It's little. It can dance. My pig is pink. It's big. It can jump. My fish is yellow and red. It's little. It can swim. Etc. I love my farm.

### OPTION

I've got a farm. My cow is green. It can climb trees. My horse is purple. It can fly. It can't jump. My dog is blue and white. It can dance. It can't run. My pig is orange. It can jump. My fish is white. It can sing. It can't swim. Etc. I love my farm.

## 4. Moving activity ("Old McDonald")

Play the cassette for pupils to join in with the words and animal sounds.

## 5. Workbook activities

### Ex. 1

Ask pupils to name the animals and say the action words. Then demonstrate the activity on the board for the class to see. Draw simple pictures or put the animal and action flashcards in a grid-like way as shown in the WBs. Then point to *a dog* and *run* flashcards and ask: *Can a dog run?* Ps: *Yes.* Put a tick in the appropriate box and say: *A dog can run.* Repeat the procedure with *a rabbit* and *a frog*.

T: *Tick or cross the boxes about animals.* Go round the classroom and help the pupils if necessary.

Check pupils' answers. T: *Which animals can jump?* Ps: *A rabbit can jump. A frog can jump.* T: *Which animals can't fly?* Ps: *A dog can't fly. A rabbit can't fly. A frog can't fly.* T: *What can a frog do?* Ps: *A frog can jump, swim and sing.* Etc.

Tell pupils they may draw any animal in the top box of the last column. Then they should tick or cross the boxes about it. Monitor pupils as they do this activity.

## 6. Round-up

 Songs and chants of this unit.

## LESSON 9. ON THE FARM

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Farm animal words Action words Colours
<b>Pronunciation</b>	<b>Classroom language</b> Listen and guess. Look at the pictures. Let's play <i>Bingo</i> . Tick the boxes. Circle the ticks. Look and say.	<b>You will need</b> Farm animal flashcards Camera (optional) Dice and three counters <b>Pupils will need</b> coloured pencils

In the break before the lesson organise a project display on the front desks of the classroom. Praise pupils with words and encourage them to compliment their classmates' work.

### 1. Warm-up

 Songs and chants of this unit.

### 2. Project presentation

To get the class to listen to their classmates presenting their projects, you may do the following. Tell pupils they should speak about their farms without looking at them. The rest of the class will have to listen to the "speakers" carefully and try to guess which farm is described.  
 T: *Listen and guess.*

When the presentation is over, you may take a photo of pupils holding their farms.

### 3. Board game (PB, ex. 1)

Divide the class into three groups and let them choose a name for their group (any animal word).

Ask pupils to look at the pictures in exercise 1 in their PBs. Let them guess what they will have to say if they land on different numbers.

Decide which team will start the game. You may do it throwing the dice: the team with the most number of dots will start. The teams will get one point for every activity performed correctly.

#### RULES:

– If a group land on number **2, 3, 4, 5, 8, 9, 10** or **12**, each player from the group says one sentence about the animal in the picture, e.g. *It's a dog. It's little. It's a little dog. It's white and black. I've got a dog. I haven't got a dog. A dog can run. A dog can't fly.* Etc.

– If a group land on number **1, 6, 7** or **11**, they sing a verse about the animal in the picture from the song "Old McDonald".

### 4. Moving activity

Play any game of this unit.

### 5. Workbook activity

#### Ex. 1

T: *Look at the pictures. What can you see?*

T: *Let's play Bingo!* Tell pupils to look at board 1. Ask them to tick any six boxes. Check if they have ticked different pictures and not just copied each other. Then, explain that you will speak about the animals and the actions they can do randomly.

Pupils listen to you carefully and circle the ticks when they hear about the animals which they have ticked before. If the picture hasn't been ticked, pupils have to miss their turn and do nothing.

T: *A mouse can dance.* Repeat the sentence twice. Continue with the other pictures. When a pupil has circled all the ticks, he/she puts up a hand and says: *Bingo!* Play the game until all the pupils have said: *Bingo!* Repeat the procedure to play game 2.

### 6. Do you remember? (WB, ex. 1)

For the procedure see Unit 1, lesson 11, activity 7.

Ask pupils how many words they can say. Go through the pictures together and ask the class to name the pictures in chorus. T: *Look and say.* Ps: *A cow, a pig, a horse, etc.*

➔ **Key:** A cow, a pig, a horse, a sheep, a hen, a chicken, a duck, a parrot, a rabbit, a hamster, a mouse, a frog, a fish; swim, fly, climb a tree, run, jump, sing, dance.

### 7. Round-up

Encourage pupils to say what they can do: *I can jump / run / dance / sing / climb a tree / swim.* Etc.

 Songs and chants of this unit.

Invite pupils to say goodbye to the farm animals as you put the flashcards into the Magic Box.

## LESSONS 10, 11 — OPTIONAL LESSONS

# UNIT 4.

# LOOK AT MY TOYS!

By the end of the unit pupils will be able to:

- identify and describe toys;
- ask for things;
- count toys.

## Vocabulary

**Wild animals:** a crocodile, an elephant, a hippo, a giraffe, a monkey, a tiger, a lion, a bear, a fox, a wolf

**Toys:** a teddy bear, a ball, a doll, a car

## Structures and grammar

Can you give me a *lion*? – Here you are. – Thanks.

The article “a”/“an”

Zero article: \_rabbits

Plurals

## LESSON 1. CHRISTMAS TOYS

<b>Aim</b> To present and practise vocabulary and grammar To develop listening skills	<b>New language</b> A crocodile, a monkey, a hippo, a giraffe, an elephant The article “a”/“an” Toys*, Christmas* Can you give me a <i>hippo</i> ?* – Here you are. – Thanks.*	<b>Recycling</b> Numbers Colours Farm animal words I’ve got a <i>monkey</i> . I haven’t got a <i>monkey</i> . What’s this? – It’s a <i>monkey</i> .
<b>Pronunciation</b> [dʒ] – ‘на машине’ [h] – ‘дует на зеркало’	<b>Classroom language</b> Who / What can you see? Point to the picture. Look at the picture. What’s missing? Clap your hands. Cut out. Act out. Tick or cross. Colour.	<b>You will need</b> Toy flashcards Wild animal flashcards Magic Box Flashcards: “a” and “an”, Mrs Bell Ball

### 1. Warm-up

T: *Do you remember numbers?* Ps: *One, two, three*, etc.

T: *Stop!*

T: *Do you remember colours?* Ps: *Red, yellow, green*, etc.

T: *Stop!*

T: *Do you remember animals?* Ps: *A frog, a duck, a sheep*, etc. T: *Stop!*

### 2. Unit presentation (PB)

Ask pupils to look at the introductory page and guess what they will learn in the next ten lessons (*more animals, toys and Christmas*).

Say that the unit is called *Look at my toys!* Encourage pupils to guess the meaning of the word “toys” and repeat it after you. Ask the class in L1 if they like to play with toys and what their favourite toys are.

### 3. Vocabulary presentation and practice

#### Presentation

Say that there's something in the Magic Box. Encourage pupils to ask: *What have you got, Magic Box?* Open the Magic Box, take out the flashcard "crocodile" and show it to pupils. T: *Wow! A crocodile!* Get the class to repeat the new word after you. Then introduce the other new words to the class: T: *A monkey! A hippo! A giraffe! An elephant!*

Put the flashcards on the board. Recap the words. Point to the flashcards and pupils name the words in the following order.

1. A crocodile.
2. A monkey. A crocodile, a monkey.
3. A hippo. A crocodile, a monkey, a hippo.
4. A giraffe. A crocodile, a monkey, a hippo, a giraffe.
5. An elephant. A crocodile, a monkey, a hippo, a giraffe, an elephant.

#### Checking understanding

Hand out the flashcards to different pupils. Name the animals at random and encourage the pupil with the matching flashcard to stand up and hold up the flashcard. Say: *One, two, three* and tell pupils to give their flashcards to their partners. Repeat the procedure so that all pupils take part in the activity.

Ask pupils to give you the flashcards back. T: *Can you give me a monkey? – Thanks.*

#### Pronunciation

T (in L1): *Today Mrs Bell has brought a Christmas tree and she has arrived by car:* [dʒ][dʒ][dʒ]. *Listen and repeat* [dʒ] – *jump, orange, a giraffe.*

T: *Clap your hands when you hear the sound* [dʒ]: *a giraffe, a dog, run, jump, a crocodile, green, orange.*

T: *The window in the car has misted over. Let's help Mrs. Bell to clean the window:* [h] [h] [h]. *Listen and repeat:* *hi, hello, how, how are you, how old are you, horse, hippo, hamster.*

T: *Clap your hands when you hear the sound* [h]: *hello, a hippo, fine, he, fly, a horse, a cat.*

#### Practice (Read my lips)

Say the new words to pupils articulating them with no sound, encourage them to guess the words and say them aloud.

### 4. Grammar presentation and practice

#### Presentation

Say that today you have two guests: "Lipuchka **a**" and "Lipuchka **an**". Tell pupils the fairy-tale about them in L1. Use the flashcards to illustrate the story.

T: *Липучка "а" дружила со всеми животными и изрушниками. Она всегда к ним прилипала, потому что ей нравилось с ними играть.* T: *Hippo.* Ps: *A hippo.* T: *Monkey.* Ps: *A monkey.* Etc.

К слову "elephant" она прилипнуть не смогла и позвала подружку – Липучку "an". T: *Elephant.* Ps: *An elephant.*

#### Practice

Play a ball game. Throw a ball to individual pupils and say animal words. Pupils catch the ball, throw it back to you and say the word with "a" or "an". T: *Rabbit.* P1: *A rabbit.* T: *Giraffe.* P2: *A giraffe.* T: *Elephant.* P3: *An elephant.* Etc.

### 5. Moving activity (Mime the animals)

Ask pupils to make a circle and pretend to be animals. T: *A monkey!* Encourage pupils to move in a circle imitating a monkey. T: *A hippo!* Pupils move in a circle imitating a hippo.

Ask a pupil to take over and name the animals for the rest of the class to imitate.

### 6. Cartoon (PB, ex. 1)

#### Pre-listening

T: *Look at the pictures. Who can you see?* Ps: *Maggie, Steve, Peter the Parrot.* T: *What toys can you see?* Ps: *A crocodile, an elephant, a hippo, a giraffe, a monkey.*

Ask the class in L1 what special occasion Steve and Maggie are preparing for. Introduce the word **Christmas**. Get pupils to repeat the word 'Christmas' several times.

#### CULTURE NOTE

Christmas is celebrated in Britain in December. It is seven days before New Year but Christmas is more popular than New Year. British families decorate their houses for this day. On Christmas Day they give presents to each other. The night before Christmas Santa Claus comes and brings presents for children.

#### While-listening

T: *Listen and say. What happened to Peter the Parrot?*

#### Tapescript

1

Maggie: *Steve, look! A Christmas tree!*

Steve: *It's so big! But... but... we haven't got any Christmas toys!*

2

Maggie and Steve: *Oh! The Magic Box!*

Maggie: *Let's open it!*

Steve: *Wow! Toys!*

3

Maggie: *I've got a crocodile!*

4

Steve: *I've got an elephant!*

5

Maggie: *I've got a hippo!*

6

Steve: *I've got a giraffe!*

7

Maggie: I've got a monkey!

8

Steve: I've got a ... parrot!

Peter: A-a-ah! It's me, Peter! I'm not a Christmas toy!

Steve: Oh, sorry, Peter!

Elicit pupils' answers (in L1). Maggie wanted to put Peter on the Christmas tree by mistake.

Play the cassette again. T: *Listen and point to the pictures.*

### Post-listening

T: *Point to the Christmas tree, a hippo, a crocodile, a giraffe, an elephant, a monkey.*

Then ask pupils to follow the pictures in their PBs and repeat the short version of the cartoon after you sentence by sentence. T: *Look! A Christmas tree! / Wow! Toys! / I've got a crocodile! / I've got an elephant! / I've got a hippo! / I've got a giraffe! / I've got a monkey! / I've got a parrot! / Oh, sorry, Peter!*

Divide the class into two groups: "Maggies" and "Steves". Tell them to listen to you again and repeat "their" words pointing to the pictures in the PBs.

Get some pairs to act out in front of the class using the flashcards.

## 7. Workbook activities

### Ex. 1

Tell pupils to trace the lines and find out what toys the children have.

Then check the answers. T: *What does Katya say?* P1: *I've got a crocodile.* Etc.

☛ **Key:** Katya — a crocodile, Alex — a hippo, Masha — a monkey, Dima — a giraffe.

### Ex. 2

Draw pupils' attention to "About you" sign. Pupils tick the toys they have at home and cross the toys they do not have. Remind the class of what *ticks* and *crosses* are. Go round the classroom and listen to individual pupils: *I've got a monkey. I haven't got a crocodile.* Etc.

## 8. Round-up

Ask pupils to colour and cut out the pictures of the animals (WB, p. 111) at home. They should put their pictures into an envelope to bring them to the next lesson.

## LESSON 2. LET'S DECORATE A CHRISTMAS TREE

<p><b>Aim</b> To present and practise vocabulary To teach pupils how to ask for things</p>	<p><b>New language</b> A tiger, a lion, a fox, a wolf, a bear Can you give me <i>a tiger</i>, please? — Here you are. — Thanks.</p>	<p><b>Recycling</b> What's this? — It's a <i>monkey</i>. Animal words Action words Can / can't</p>
<p><b>Pronunciation</b> [t] — 'на заборчике' [aʊ] — 'восхищается' [w] — 'как рыбка'</p>	<p><b>Classroom language</b> What can you see? Let's open. Listen and join in. Odd one out.</p>	<p><b>You will need</b> Wild animal flashcards Farm animal flashcards Magic Window Picture of the Christmas tree on a large piece of paper (make it yourself) Sellotape  <b>Pupils will need</b> coloured cutouts from WB in an envelope</p>

### 1. Warm-up

T: *Let's open our Magic Box. Say "Magic Box, open!"* Encourage pupils to repeat this phrase, then open the Magic Box. Take the animal flashcards which are familiar to pupils out of the Magic Box and encourage them to greet the animals. Ps: *Hello, hippo!* Etc.

### 2. Vocabulary presentation and practice

#### Presentation

T: *I've got something in the Magic Box.* Take the flashcards of new animals out of the Magic Box and introduce the

words. T: *It's a tiger. It's a lion. It's a fox. It's a wolf. It's a bear.* Encourage the class to repeat the words. Put the flashcards on the board and recap them (see Unit 4, lesson 1, activity 3).

#### Checking understanding

Shuffle the flashcards and say a word from the lexical set, e.g. *a tiger*. Show the flashcards one by one to pupils. When they see the matching card, they say 'Yes!' or just put up their hands. Repeat the procedure with the other animal words.

#### Pronunciation

T (in L1): *Let's use the hammers and help Mrs Bell to set up the Christmas tree:* [t] [t] [t]. *Listen and repeat:* [t] — *a tree, a tiger, a toy tiger.*

T: *Mrs Bell is looking at the tree and admiring it:* [aʊ] [aʊ] [aʊ]. *Listen and repeat:* [aʊ] – *wow!*  
T: *Mrs Bell's fish is admiring the tree, too:* [w][w][w].  
*Listen and repeat:* [w] – *wow, one, a wolf, a white wolf.*

### Magic Window

See the instruction in Unit 3, lesson 2, activity 1.  
Put the flashcards into the Magic Window. T: *What's this?* Ps: *It's a tiger!* Repeat the procedure with the animal words from lessons 1 and 2.

### 3. Moving activity (Listen and do)

Divide the class into three groups: "Bears", "Wolves" and "Foxes". Tell pupils to mime the actions they hear.  
T: *Bears, jump! Wolves, run! Foxes, climb!* Etc.

### 4. Chant "Can you give me a lion?" (PB, ex. 1)

Speak about the picture in the PB. T: *What toys can you see?* Ps: *A tiger, a lion, a bear, a wolf, a fox.*

Ask pupils (in L1) what Steve and Maggie are doing. They are decorating the Christmas tree. Maggie is giving the decorations to Steve and he is hanging them on the Christmas tree.

T: *Listen and point to the pictures.*

#### Tapescript

Steve: *Can you give me a lion?*

Maggie: *Here you are.*

Steve: *Thanks.*

Steve: *Can you give me a tiger?*

Maggie: *Here you are.*

Steve: *Thanks.*

Steve: *Can you give me a bear?*

Maggie: *Here you are.*

Steve: *Thanks.*

Steve: *Can you give me a fox?*

Maggie: *Here you are.*

Steve: *Thanks.*

Steve: *Can you give me a wolf?*

Maggie: *Here you are.*

Steve: *Thanks.*

T: *Listen and repeat.* Play the cassette with pauses for repetition.

T: *Listen and join in.*

Play the cassette again. This time ask the boys to say Steve's words and the girls to say Maggie's words.

Swap roles and play the cassette again.

### 5. Vocabulary practice (Let's decorate a Christmas tree)

Put a large piece of paper with a picture of the Christmas tree on the board.

Invite pupils to help you decorate the Christmas tree. Ask them to take their cutouts out of the envelopes.  
T: *Ann, can you give me a monkey?* P1: *Here you are.*  
T: *Thanks.* Take the cutout "a monkey" and hang it on the Christmas tree using some sellotape. Next, P1 asks someone for another decoration.

P1: *Dima, can you give me a monkey?*

P2: *Here you are.*

P1: *Thanks.*

P1 hangs the decoration on the Christmas tree and goes to his/her seat. Repeat the procedure with the rest of the class in a chain. Finally, ask: *Is our Christmas tree nice?* Leave some cutouts for the next lesson as they will be needed for decorating the classroom.

### 6. Workbook activities

#### Ex. 1

Name the animals in the first bubble together. Then ask: *Can a crocodile swim?* Ps: *Yes!* T: *Can a fish swim?* – Ps: *Yes!*  
T: *Can a hippo swim?* – Ps: *Yes!* T: *Can a monkey swim?* – Ps: *No!* T: *The monkey can't swim. It's the odd one out.*

Tell pupils they may work in pairs and cross the odd one out pictures in bubbles 2 and 3. The clue is the picture in the centre of each bubble.

➔ **Key:** 2. A lion can't fly. 3. A giraffe can't climb a tree.

#### Ex. 2

T: *Let's play Bingo!* Tell pupils to look at playing board 1. Ask them to tick any four boxes. Check if pupils have ticked different pictures and not just copied each other. Then, explain that you will take animal flashcards out of the Magic Box and name them but you won't show the pictures to the class. Tell pupils they should listen to you carefully and circle the ticks, when they hear the words which they have ticked before. If the word hasn't been ticked, pupils have to miss their turn and do nothing.  
T: *I've got a fox. Who's got a fox?*

When a pupil has circled all the ticks, he/she puts up a hand and says: *Bingo!* Play the game until all the pupils have said: *Bingo!*

Repeat the procedure to play game 2.

### 7. Round-up

Encourage the class to say goodbye to the animal flashcards and put them into the Magic Box. Ps: *Good-bye, wolf!* Etc.

Tell pupils to bring the rest of their cutouts to the next lesson.

## LESSON 3. I'VE GOT AN ORANGE TIGER

<b>Aim</b> To present and practise grammar To teach pupils to describe animals To develop listening skills	<b>New language</b> The article “a”/“an” It's a <i>tiger</i> . It's <i>brown</i> . It's a <i>brown tiger</i> . What colour?*	<b>Recycling</b> Colours Animal words I've got an orange tiger. I love my orange tiger. Can you give me a <i>tiger</i> ? — Here you are. — Thanks.
<b>Pronunciation</b> [r] — ‘рычит’	<b>Classroom language</b> Good children! Well done! Guess. Listen and join. Listen and colour. Take your pencils.	<b>You will need</b> Flashcards: “a” and “an” 2 Magic Pictures — a <i>bear</i> and an <i>elephant</i> (make them yourself) Thread, glue or sellotape, scissors. <b>Pupils will need</b> coloured cutouts from WB in an envelope, coloured pencils

### 1. Warm-up

 Chant “Can you give me a lion?”

Ask five pupils to come to the board and give them the flashcards from the chant. While saying the words of the chant, the pupils come to you in turn and give you the matching flashcards. T: *Can you give me a lion?* P1: *Here you are.* T: *Thanks.* Etc.

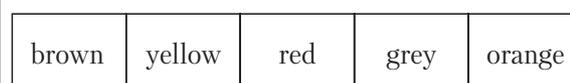
#### Pronunciation

T (in L1): *Lucky likes the Christmas tree very much because there are many colours on it.* [r][r][r].

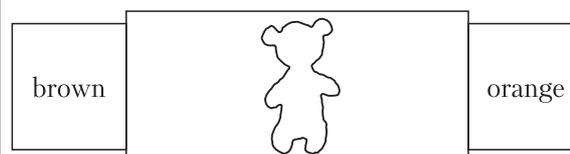
Ask pupils if they can name five colours with the sound [r]. Elicit the answers.

T: *Listen and repeat:* [r] — *red, green, orange, brown, grey.*

Then make a paper strip and colour it in different colours.



Put the coloured paper strip inside a Magic Picture. Pull the strip and change the colour of the animal.



Introduce the bear Magic Picture to the class. Pull the coloured paper strip through it. When the bear becomes brown, ask: *What colour is the bear?* Ps: *It's brown.* T: *Yes, it's a brown bear.*

Ps: *It's a brown bear.* Then pull the strip and encourage pupils to say: *It's a yellow bear. It's a red bear.* Etc. Remind pupils of “lipuchka **an**” to say: *It's **an** orange bear.* Repeat the procedure with the elephant Magic Picture.

#### PB, ex. 1

Tell pupils to look how Maggie and Steve have decorated their playground.

Say any colour and encourage pupils to find an animal which is of that colour. T: *It's grey.* Ps: *It's a grey elephant. It's a grey wolf.*

Tell pupils to continue this work in pairs. P1 says a colour. P2 guesses the animal. Go round the classroom and help pupils if necessary.

### 2. Grammar presentation and practice

#### Presentation

Take the flashcard of “Lipuchka **a**” and remind pupils of the fairy-tale about it.

T: *Липучка “a” дружила со всеми животными и игрушками. Поэтому она всегда к ним прилипала.* T: *It's a cat. It's a tiger. It's a hippo.* Etc.

*Пошла как-то Липучка погулять и встретила там краски. Хотела она к ним прилипнуть и не смогла: краски ослепили ее.* T: *It's blue. It's red. It's orange.* Etc.

*Но вот однажды пошла Липучка в лес и встретила там разноцветных животных. Сначала краски ослепили ее, но потом она увидела, что это ее друзья-животные, и прилипла к ним.* T: *It's a green frog. It's a yellow lion. It's a brown bear.* Etc.

#### Practice (Magic Picture)

To make a bear Magic Picture take an A4 paper sheet, fold it in two, copy the silhouette of a bear from TB, p. 144 and cut it out. Make an elephant Magic Picture in the same way.

### 3. Rhyme “I've got an orange tiger” (PB, ex. 2)

T: *What can you see?* Ps: *A tiger, a dog a lion and a frog.*

T: *What colour is the tiger?* Ps: *It's orange!* Etc.

T: *Listen and point to the pictures.*

### Tapescript (in PB)

Play the cassette again with pauses for repetition. Tell pupils that if they follow the pictures in their PBs, it will help them remember the words more easily.  
Recite the rhyme all together.  
Ask individual pupils to recite the rhyme.

#### 4. Moving activity (Mr Crocodile)

Ask pupils a riddle: *It's big. It's green. It can swim. What is it? Guess!* Ps: *A crocodile!*

T: *Let's play Mr Crocodile game!* Ask pupils to stand in one line, one pupil (Mr Crocodile) is in front of the rest. Tell pupils they have to cross the river where Mr Crocodile lives (e.g. cross the classroom from the wall to the opposite one). Ps: *What colour?* Mr Crocodile: *Red!* Pupils find something red in their clothes, touch it and cross the river. If they have no red in their clothes, they will try to run across the river but Mr Crocodile will try to catch them. If Mr Crocodile catches someone, he/she becomes Mr Crocodile.

#### 5. Workbook activities

##### Ex. 1

Say that Steve and Maggie are going to decorate their rooms. T: *What can you see?* Elicit the answers.

T: *Listen and colour.*

##### Tapescript

Steve: *Look! I've got a brown monkey, a green crocodile, a grey horse and a red fox.*

Maggie: *Look at my toys! I've got a white bear, a yellow lion, an orange tiger and a black cow.*

Play the cassette again, stop it if necessary. Allow the pupils enough time for colouring.

Check pupils' answers. T: *What colour is the monkey?*  
Ps: *It's brown.*

##### Ex. 2

T: *Let's decorate our classroom.*

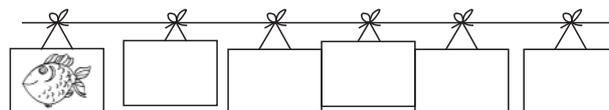
Ask pupils to take their cutouts out of the envelopes and provide each pupil with two pieces of thread for each picture and some glue or sellotape and scissors.

Show the class how to make decorations: stick two pieces of thread to the back of each picture with some glue or sellotape.



When each pupil has made at least two decorations, string them together. Put two chairs some distance apart and stretch a long piece of thread between them. Ask pupils to come up to the thread in turn and tie their picture to it.  
P1: *I've got a green crocodile.* P2: *I've got a yellow giraffe.*  
Continue the procedure until there is no space on the thread for the pictures.

Finally, hang the decoration somewhere in the classroom: on the wall, from the ceiling, etc.



#### 6. Round-up

Rhyme "I've got an orange tiger".

### LESSON 4. SANTA CLAUS IS COMING

<p><b>Aim</b> To present and practise vocabulary To develop listening skills</p>	<p><b>New language</b> A ball, a doll, a car Santa Claus*, stocking*</p>	<p><b>Recycling</b> Colours Family words Big, little I've got a <i>doll</i>. Have you got a <i>doll</i>? What colour?*</p> <p>It's a <i>doll</i>. Can you give me a <i>doll</i>? What's your name? How old are you?</p>
<p><b>Pronunciation</b> [ɔ:] — [ɒ] — 'катаемся на качелях'</p>	<p><b>Classroom language</b> Make a circle. Point to the pictures. Who / What can you see? Start! Stop! Match.</p>	<p><b>You will need</b> Toys: a doll, a car, a ball Toy flashcards Magic Box Wild animal flashcards Pictures of Santa Claus and a Christmas stocking (optional)</p>

## 1. Warm-up

 Rhyme "I've got an orange tiger".

## 2. Vocabulary presentation and practice

### Presentation

Put the real toys or the toy flashcards into the Magic Box. T: *The Magic Box has got three toys. What colour? Guess!* P: *Pink! Yellow!* Etc.

When all the three colours have been guessed, open the Magic Box, take out the toys and introduce the new words to the class. T: *It's a ball. It's a doll. It's a car.* Recap the words (see Unit 4, lesson 1, activity 3).

### Checking understanding

Divide the class into three groups. Give the toys to the captains. Name the toys in turn. T: *A doll! A ball! A car!* Each time the groups hear "their" word, they put up their hands.

Go on with the colours. T: *What colour is the car?* The "car" group should answer the question in chorus. Ps: *It's blue.*

Turn to the size. T: *Is the doll big or little?* The "doll" group answer together. Ps: *It's big.*

### Ask individual pupils.

T: *What colour is the car? Is the ball big or little?* Etc.

### Pronunciation

T (in L1): *The animals in the Christmas tree like swinging:* [ɔ:] – [p], [ɔ:] – [p], [ɔ:] – [p]. *Listen and repeat:* [ɔ:] – [p] – a ball – a doll, a horse – a dog, four – a fox.

### Practice ("What's new?")

Put some flashcards from lessons 1 and 2 on the board and elicit their names. Then say: *Goodbye, one eye. Goodbye, two eyes. Close your eyes.* Add one more flashcard on the board. Say: *Open your eyes. What's new?* Elicit the answer. Play the game several times.

## 3. Cartoon (PB, ex. 1)

### Pre-listening

Show the pictures of Santa Claus and a Christmas stocking to the class. T: **Santa Claus, a stocking.** Ask pupils to repeat the words after you. Ask: *Is Santa Claus kind?*

### CULTURE NOTE

In Britain Santa Claus comes into children's homes the night before Christmas. He usually puts presents for them into Christmas stockings on the fireplace.

T: *Look at the pictures. Who can you see?* Ps: *Steve, Maggie, Santa Claus, Peter the Parrot.* T: *What toys can you see?* Ps: *A doll, a ball, a car.*

### While-listening

T: *Listen and point to the pictures.*

## Tapescript

1

Maggie: *Santa Claus, can you give me a big doll, please?*

2

Steve: *Santa Claus, can you give me a ball and a car?*

3

Maggie: *Sh-sh! Look! Santa Claus!*

4

Santa Claus: *Oh! I see two Christmas stockings! M-a-g-g-i-e. I've got a big doll for Maggie.*

5

Santa Claus: *Ste-e-ve. I've got a ball and a car for Steve.*

6

Peter: *Santa Claus, and for me?*

### Scrambled listening

The pupils listen to the cassette and write the numbers of the pictures as they appear in the scrambled listening recording.

➔ **Key:** 3, 1, 5, 4, 2, 6.

### Post-listening

Ask pupils to say how Maggie and Steve ask Santa Claus for toys. Ps: *Santa Claus, can you give me a big doll, please? Santa Claus, can you give me a ball and a car?*

Ask pupils to tell you about the Christmas tradition in Belarus (who brings presents to the children and when). Pick up the picture of Santa Claus, hold it as a mask and speak to pupils in Santa Claus's voice.

Santa Claus: *Hello! How are you? How's your mum?*

P1: *She's fine. Thank you!*

Santa Claus: *What's your name?*

P1: *My name's Katya.*

Santa Claus: *How old are you?*

P1: *I'm seven.*

Santa Claus: *What a big girl!*

Ask more pupils about their names and age. Then say: *I've got presents for you.*

Put the animal and toy flashcards on the board or on the table. Ask a volunteer to be Santa Claus. Tell the class they should ask Santa Claus for the presents they want to get.

P1: *Santa Claus! Can you give me a lion, please?* Santa

Claus: *Here you are.* P1: *Thank you. / Thanks.*

Change Santa Claus several times.

## 4. Moving activity (Pass around)

T: *Stand up! Make a circle.* Ask one pupil, "it", to stand in the middle of the circle. Give a doll to one of the pupils. Ask "it" to close his/her eyes. T: *Start!* The pupils start passing the doll around the circle behind their backs. T: *Stop!* "It" opens his/her eyes and tries to guess who has the toy: *Have you got a doll?* P1: *No.* "It" has to ask the question until he / she finds the doll. Then the pupil, who has the doll, becomes "it".

Repeat the game several times with different toys or flashcards.

## 5. Workbook activities

### Ex. 1

T: *What can you see? Match big and little toys.*

Encourage pupils to name the pictures as they match them. Ps: *A big doll and a little doll.* Etc.

Remind pupils that Peter the Parrot doesn't have a Christmas present. Invite pupils to colour any toy for Peter. Go round the classroom and ask *What's this? Is it big or little? What colour?*

## 6. Round-up

Ask pupils to look at the picture they have just coloured and say what Peter the Parrot talks about his presents.

P1: *I've got a big brown car.* P2: *I've got a little grey sheep.* Etc.

## LESSON 5. SNAKES AND BEES

<p><b>Aim</b> To present and practise grammar To teach pupils how to count toys</p>	<p><b>New language</b> Plurals: one <i>boy</i> – two <i>boys</i>, one <i>elephant</i> – two <i>elephants</i>, one <i>Magic Box</i> – two <i>Magic Boxes</i> A teddy bear Zero article: <i>a rabbit</i> – <i>_rabbits</i> How many <i>bears</i>?* Bee*, snake*</p>	<p><b>Recycling</b> Colours Numbers Toy words Animal words</p>
<p><b>Pronunciation</b> [s] [z] [ʃ]</p>	<p><b>Classroom language</b> Look at the picture. Be quiet. Count. Make a circle. Sing a song. Well done! Good children!</p>	<p><b>You will need</b> Flashcard or toy of a teddy bear Ball</p>

## 1. Warm-up

T: *How are you? How's your mum?* Etc.

T: *Have you got a ball? Have you got a doll?* Etc.

T: *Can you count from 1 to 10?* Ps: *One, two, three, four, five, six, seven, eight, nine, ten.*

T: *Can you count from 10 to 1?* Ps: *Ten, nine, eight, seven, six, five, four, three, two, one.* Help the pupils if needed.

## 2. Rhyme "Snakes and bees" (PB, ex. 1)

Elicit from pupils what sound snakes and bees make. Practise hissing and buzzing: [s][s][s] – [z][z][z]. Ask pupils if they remember what English teachers say if they want silence in the lesson. Ps: *Sh-sh! Be quiet!*  
Ask pupils to open their PBs. T: *Listen and point.*

Tapescript (in PB)

Play the cassette. Encourage pupils to join in with the words.

## 3. Grammar presentation and practice

### Presentation

Point to a boy and say: **One boy**. Point to another boy and say: **Two boys**. Ask the class to repeat after you: *One boy – two boys*. Then ask pupils if they hear the difference (the ending [z]). T: *Why?* Elicit the pupils' ideas. Then sum it up. T: *One thing – no "tails", several things – "a tail" [z].*

Repeat the procedure with the girls.

Introduce the voiceless ending [s] to the class. T: *Listen carefully. One elephant – two elephants. One giraffe – two giraffes.* Ask pupils what difference they hear this time (the ending [s]). Elicit the ideas. Ask pupils to try to explain when we say [z] or [s] at the end of words. Help pupils to understand that if the word ends in a voiced consonant or a vowel, they should add the sound [z] as "a tail". If the word ends in a voiceless consonant, they should add [s] as "a tail".

Take the Magic Box. T: **One Magic Box – two Magic Boxes**. Explain that if the word ends in the sound [s], pupils should add [ɪz] as it is difficult to add the sound [s] to a word ending in [s]. T: *Listen and repeat: one box – two boxes, one horse – two horses, one fox – two foxes.*

### Pronunciation

T (in L1): *Mrs Bell has got a friend that hisses like a snake:* [s][s][s]. Draw a simple picture of a snake on the board.  
 T: *Listen and repeat:* [s] – *books, cats, elephants, giraffes.*  
 T: *Another Mrs Bell's friend buzzes like a bee:* [z][z][z]. Draw a simple picture of a bee on the board. T: *Listen and repeat:* [z][z][z] – *bears, lions, dogs, cows, tigers.*  
 T: *Listen to me and imitate a bee waving its wings if you hear the sound [z] and imitate a crawling snake if you hear the sound [s]: pencils, books, elephants, bears, boys, girls, cats, dogs. Well done! Thank you.*

### Practice

T: *How many boys? How many girls?* Count the boys and girls in the class together.  
 Say names of animals to the class. Encourage them to say their plural forms in chorus. T: *One lion.* Ps: *Two lions.*  
 T: *One monkey.* Ps: *Two monkeys.* T: *One cat.* Ps: *Two cats.*  
 T: *One fox.* Ps: *Two foxes.* Etc. Focus on the correct pronunciation of plural endings.

### GRAMMAR NOTE

Draw the pupils' attention to the fact that "Lipuchka a" is afraid of toys and animals when there are a lot of them. So it hides. T: *a rabbit – rabbits*

### Ball game

Throw the ball to a pupil and say a singular noun: *a frog.* The pupil catches the ball, throws it back to you and says the noun in the plural form: *frogs.* Etc.

### PB, ex. 2

T: *Work in pairs. Count the animals in the pictures.* Ps: *One cat, two cats, three cats, four cats, five cats.* Etc.

### 4. Song "Ten little teddy bears" (PB, ex. 3)

Use the flashcard or the toy and introduce *a teddy bear* to the class. Encourage pupils to repeat the word several times.

### CULTURE NOTE

*A teddy bear* is a traditional toy for English children. It's a soft toy bear.

T: *Look at the picture. How many teddy bears? Count!*  
 Ps: *One teddy bear, two teddy bears, etc.*  
 T: *Listen and point to the pictures.*

### Tapescript (in PB)

Play the cassette again. Make pauses for pupils to repeat the words.  
 Play the cassette again. Encourage pupils to join in with the words and count the teddy bears on their fingers.

### 5. Moving activity (Be a teddy bear)

T: *Stand up! Make a circle.*  
 Ask ten pupils to pretend to be little teddy bears. Ask them to sit down on the floor or on the chair one by one while singing. The rest of the class sing and use their fingers for counting.  
 Then the "little teddy bears" stand up one by one while the class sings the song for the second time.

### 6. Workbook activities

#### Ex. 1

Show the class how to do the task. Ask: *How many cats?* Ps: *One cat, two cats, ...six cats.* Point to the box with number "6" in it. Then say: *Cats.* Focus on the ending [s]. Ask: *Cats – bees?* Ps: *No.* T: *Cats – boxes?* Ps: *No.* T: *Cats – snakes?* Ps: *Yes.* Point to the matching line in the WB.  
 Go round the classroom while the pupils work individually. Help if necessary.  
 Check the answers. T: *How many elephants?* Ps: *Two.* T: *Elephants – snakes?* Etc.

### 7. Round-up

 Song "Ten little teddy bears".  
 Ask pupils to bring a toy to the next lesson.

## LESSON 6. I'VE GOT THREE CARS

<b>Aim</b> To teach pupils how to speak about their toys (what toys and how many they have)	<b>New language</b> I've got <i>nine cars</i> .	<b>Recycling</b> Toy words Animal words I've got a teddy bear. Plurals
<b>Pronunciation</b> [s] [z] [ɪz]	<b>Classroom language</b> Clap your hands. Stamp your feet. Let's play! How many dots?	<b>You will need</b> Toy flashcards Animal flashcards Three dice <b>Pupils will need</b> a toy, coloured pencils

## 1. Warm-up

 Song “Ten little teddy bears”.

## 2. Structure presentation and practice

### Presentation

T: *What toy have you got, Petya?* P1: *I've got a car.* T: *Can you give me a car?* P1: *Here you are.* T: *Thanks.* Go round the classroom and collect pupils' toys.

Put the toys on the teacher's table. Then point to the cars and ask: *How many cars?* Count the cars together, e.g. *One car, two cars, ... nine cars.* T: ***I've got nine cars.*** Repeat the procedure with the other toys.

### TEACHER'S TIP

Draw pupils' attention to the absence of the article “a” when we speak about more than one thing.

### Pronunciation

T (in L1): *Clap your hands when you hear the sound [z] – bears, elephants, cats, lions, dogs, parrots, boxes, foxes, cows, tigers.*

T: *Stamp your feet (demonstrate) when you hear the sound [s] – boys, girls, books, cats, horses, elephants, dogs, giraffes.*

T: *Stand up when you hear the sounds [ɪz] – horses, cats, hamsters, ducks, foxes, boxes.*

### Practice (Dice game)

Show a dice to the class and invite pupils to count the dots on it. T: *How many dots?* Ps: *One, two, three, four, five, six.* T: *Let's play!*

Divide the class into two or three groups. Explain that the groups will play the game simultaneously. Provide each group with a dice and a set of flashcards. Tell the groups to put the flashcards face down in front of them. Pupils pick up a flashcard and throw a dice. Depending on the number of the dots on the dice, they say how many toys they have. E.g. the pupil picks up “a tiger” flashcard and there are two dots on the dice. P: *I've got two tigers.*

### PB, ex. 1

Ask pupils to look at the picture and guess what special day it is. Ps: *Christmas.* T: *Look at the characters. Are they happy or sad?* Ps: *Happy.* T: *Yes, Maggie, Steve and Peter the Parrot are very happy. Why are they happy? They've got lots of presents.*

T: *Work in pairs. Look and say. What presents have they got? How many presents have they got?* Go round the class and listen to pupils. Encourage them to speak for the characters: *I've got two balls.* Etc.

Check pupils' answers. T: *I've got a ball. What's my name?* Ps: *Steve.* T: *Yes.*

### Key:

Maggie: I've got two dolls and a teddy bear.

Steve: I've got three cars and a ball.

Peter the Parrot: I've got a monkey and two balls.

## 3. Moving activity (Chinese whispers)

Pupils stand in a line. Whisper a sentence to the first pupil in the line, e.g. *I've got five balls.* The pupil whispers it to the next pupil and so on. The last pupil in the line comes up to the board and draws a simple picture of what he/she has heard: *Five balls.*

## 4. Workbook activities

### Ex. 1

T: *Trace over the lines and help the children find their Christmas presents.* Pupils may use a different coloured pencil for a different child.

Key: 1 (a girl) – a doll. 2 (a boy) – a car. 3 (a girl) – a tiger. 4 (a boy) – a ball. 5 (a girl) – a giraffe.

### Ex. 2

Ask the class if they can say how many toys there are in the Christmas trees. Actually, it is rather difficult to answer this question unless you colour the toys in. Allow pupils enough time for colouring the toys. Monitor the class and ask questions to individual pupils: *What's this? What colour's the giraffe? How many giraffes are there in tree number 1?* Etc.

Key: Christmas tree 1: One tiger, one fox, one elephant, two giraffes, two ducks, three rabbits, four cars.

Christmas tree 2: Two tigers, two foxes, two elephants, one giraffe, one duck, four rabbits, three cars.

## 5. Round-up

 Rhyme “Snakes and bees”.

## LESSON 7. MISSING TOYS

<b>Aim</b> To test listening skills and vocabulary	<b>New language</b>	<b>Recycling</b> Colours Numbers Family words Plurals How many <i>hippos</i> ?* I've got a <i>monkey</i> . / I haven't got a <i>monkey</i> .
<b>Pronunciation</b>	<b>Classroom language</b> Let's sing. Listen and tick or cross. Listen and check. Listen again. Listen and write.	<b>You will need</b>  <b>Pupils will need</b> coloured pencils

### 1. Warm-up

 Rhyme "Snakes and bees".

### 2. Grammar practice (PB, ex. 1)

Ask pupils to look at the picture in their PBs. Say that there are some toys lost in the forest.

T: *How many hippos are there? Count!* Ps: *Three hippos!*  
 Put pupils into pairs and ask them to look for the missing toys together. They may write their answers in pencil at the bottom of the page in their PBs.

Check the answers. T: *How many foxes are there?* Ps: *Two.*

➔ **Key:** There are four cars, seven rabbits, three hippos, four monkeys, two foxes and nine ducks.

### 3. Test (WB)

#### General recommendations for the test:

- Create a calm and friendly atmosphere.
- Don't say or read the word "test" to the children. It should be a game for them.
- The results of the test are for you and perhaps the pupils' parents.
- Follow the usual listening test procedure:
  1. At the beginning of every task make sure pupils know what to do.
  2. Always demonstrate the first example in every task, using the beginning of the recording.
  3. Then play the recording through.
  4. Next, play the cassette making pauses for pupils to do the task (tick / cross / write a number). Check that everyone is doing the tasks while listening.
  5. Finally, allow pupils to listen to the cassette and check their answers.

#### Ex. 1 (6 points)

T: *There are some toys under the tree. Listen and tick.*

#### Tapescript

It's an elephant. It's a blue elephant.  
 It's a horse. It's a brown horse.  
 It's a ball. It's a yellow ball.

T: *Listen again and colour the animals.*

T: *Listen and check.*

#### Ex. 2 (4 points)

T: *Maggie has found some toys. Listen and tick or cross.*

#### Tapescript

Maggie: I've got a nice doll. I haven't got a cow. I haven't got a tiger. I've got a duck. It's little.

T: *Listen and check.*

#### Ex. 3 (4 points)

T: *Steve has found some toys too. Listen and write the numbers in the boxes.*

#### Tapescript

Steve: I've got 5 dogs. I've got 2 lions. I've got 7 cars and I've got 4 rabbits.

T: *Listen and check.*

#### Ex. 4 (4 points)

T: *We meet a bee and a snake on the way. They have some toys. Match the toys to the bee or to the snake.*

➔ **Key:** The bee — 3 monkeys, 4 pigs.  
 The snake — 4 cats, 2 giraffes

Collect the WBs to check the tests. Total score is 18 points.

### 4. Moving activity ("Ten little teddy bears")

See the instruction in Unit 4, lesson 5, activity 5. Pupils sing the song "Ten little teddy bears".

### 5. Round-up

 Songs and chants of this unit.

Ask pupils to bring a toy animal to the next lesson.

## LESSON 8. MERRY CHRISTMAS!

<p><b>Aim</b> To develop listening and speaking skills</p>	<p><b>New language</b> Merry Christmas! Happy New Year! Is it a <i>monkey</i>?* What is it?*</p>	<p><b>Recycling</b> Colours Numbers Toy words Animal words Action words Plurals It's a <i>fox</i>. It's <i>red</i>. It's big/little. It can <i>run</i>. It can't <i>swim</i>. Have you got a <i>monkey</i>? What's your name? How old are you? Can you <i>run</i>?</p>
<p><b>Pronunciation</b> [w] – 'как рыбка'</p>	<p><b>Classroom language</b> What is it? Guess. Listen to the song. Sing together. What can you see? – I can see a <i>lion</i>.</p>	<p><b>You will need</b> Toy Magic Box <b>Pupils will need</b> coloured pencils. Collect pupils' toy animals before the lesson</p>

### 1. Warm-up

T: *I've got a toy in the Magic Box. What is it?* Ps: *Have you got a tiger?* Etc.

When pupils have guessed your toy, take it out and speak with pupils.

Toy: *Hello, girls! Hello, boys! How are you?* Encourage pupils to answer the toy's questions and then ask their own questions. Ps: *What's your name? How old are you? Have you got a mum? Can you run?* Etc. The toy "answers" all the questions and in the end says: *I can sing. Let's sing a Christmas song.*

### Tapescript

Santa Claus: *It's big. It can run. It can't climb a tree. It's grey. What is it?*

➤ **Key:** It's a wolf.

Santa Claus: *It's little. It can swim. It can fly. It's white. What is it?*

➤ **Key:** It's a duck.

### OPTION

Pupils work in pairs. P1 says a riddle about the animal in the picture. P2 guesses the riddle.

### 2. Christmas song (PB, ex. 1)

T: *Listen to the Christmas song.*

Tapescript (in PB)

#### CULTURE NOTE

"We wish you a Merry Christmas" is a very popular song, not only in Great Britain.

Draw pupils' attention to the sound [w] which opens its mouth like a fish. T: [w] – *we wish you*.

Play the cassette again with pauses for repetition.

Play the cassette again. T: *Sing together.*

### 3. Riddles (PB, ex. 2)

T: *What can you see?* Pupils name the toys in the picture.  
T: *Santa Claus likes riddles very much. Listen to the cassette and guess the animals.*

### 4. Speaking

Put pupils' toys on the table. Ask pupils to sit or stand around it. Say that your toy wants to listen to more riddles. Invite pupils to make riddles about their toy animals without pointing to them. Help pupils if necessary.

P1: *It's little. It's yellow. It can run. It can't fly. What is it?*

Ps: *Is it a lion?* P1: *No.* Ps: *Is it a chicken?* P1: *Yes.* After the toy has been guessed, the pupil should point to his/her toy.

Repeat the procedure with the other pupils.

### 5. Moving activity (Be a circus tiger)

Ask pupils to pretend to be circus tigers. They listen to you and show what they can do.

T: *My tigers can run.* Pupils run.

T: *My tigers can't fly.* Pupils stand still.

Use other action words pupils are familiar with: *run, jump, climb a tree, fly, sing, dance, swim.*

## 6. Workbook activities

### Ex. 1

T: *What toys can you see?* Ps: *A doll, a ball, etc.*

Tell pupils that Santa Claus has prepared a present for them. Explain to the class that they have to solve the puzzle to know what the present is. Copy the squares from the exercise onto the board. Demonstrate how to colour the squares. Say, e.g. *two hippos*, and colour the matching square. Pupils listen to the cassette carefully and colour the squares. The first square has already been coloured as an example.

### Tapescript

Pupils: Two hippos, two giraffes, two wolves and two monkeys.

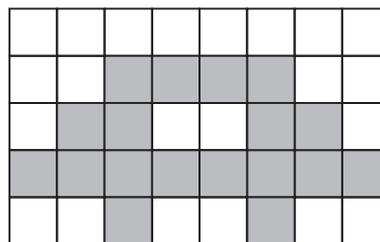
Three balls, three hippos, three monkeys, three cats.

Four dolls, four balls, four hippos, four giraffes, four wolves, four monkeys, four cats, four elephants.

Five hippos, five monkeys.

Ask pupils what present they have.

➔ **Key:** A car.



## 7. Round-up

Christmas song.

## LESSON 9. WHY IS THE ELEPHANT GREY?

<p><b>Aim</b> To develop listening and speaking skills</p>	<p><b>New language</b> Magic paints* Look at me!* I'm beautiful!*</p>	<p><b>Recycling</b> Colours Animal words I've got... I haven't got... How many? What colour? How are you? — I'm fine, thanks. Can you give me ...? — Here you are. — Thanks.</p>
<p><b>Pronunciation</b></p>	<p><b>Classroom language</b> Let's remember. Listen and say. Listen and point. Colour the pictures. How many?</p>	<p><b>You will need</b> Coloured chalk</p> <p><b>Pupils will need</b> coloured pencils</p>

If possible, arrange pupils' chairs in an unusual way, e.g. in a circle. This will help to create a special atmosphere for this storytelling and acting out lesson.

### 1. Warm-up

#### Say the last word

T: *Let's remember the animals.* Explain the rules of the game: pupils will have to say animal words in turn, one word at a time. Tell them to listen to their groupmates carefully and not to repeat the words that have been already said. P1: *A duck.* P2: *A hippo.* P3: *An elephant.* P4: *A fish.* Etc. When all pupils have said a word, start a new round. Play the game until pupils can't add more words.

### 2. Storytelling (PB, ex. 1)

Tell pupils they will listen to a story about animals today.

#### Pre-listening

Introduce the words: draw a paint-tin on the board. Say: *Paint.* Colour the paint yellow in yellow chalk. Say: *A yellow paint.* Draw some sparkles around the paint and say: *A magic paint. A magic yellow paint.* Elicit the meaning of the word "magic".

Use gestures to introduce **Look at me.** Translate if needed. Pretend to be looking into the mirror, smile at yourself and say: *I'm beautiful.*

#### While-listening

1. Listening to the teacher. Tell pupils to look at the pictures in their PBs. T: *Look at picture 1. How many animals can you see? What colour are they? Can you see the paints? How many paints?*

Tell the class they are going to listen to a story "Why is the elephant grey?" T: *Listen and say. Why is the elephant grey?*

Tell the story yourself. Point to the pictures as you tell the story. Invite the pupils to look at the pictures in your

PB. You may shorten the tapescript version for story-telling.

### Tapescript

1

Elephant: Hello! I'm a grey elephant!  
Fox: Hi! I'm a grey fox!  
Frog: Hello! I'm a grey frog!  
Lion: Hello! I'm a grey lion!  
Tiger: Hi! I'm a grey tiger!  
Bear: Hello! I'm a grey bear!  
Elephant: Look! I've got magic paints: yellow, brown, orange, red, and green! One, two, three, four, five! Five magic paints!

2

Fox: Hi, Elephant!  
Elephant: Hello, Fox!  
Fox: How are you?  
Elephant: I'm fine, thanks. And how are you?  
Fox: I'm fine, too.  
Elephant: Fox, look! I've got magic paints!  
Fox: Wow! How many?  
Elephant and Fox: One, two, three, four, five!  
Fox: What colours?  
Elephant and Fox: Yellow, brown, orange, green and red!  
Fox: Elephant! ... Can you give me the red paint, please?  
Elephant: Here you are.  
Fox: Thank you, Elephant. Bye!  
Elephant: Goodbye, Fox!

3

Fox: Wow! I'm a red fox now!

4

Frog: Hi, Elephant!  
Elephant: Hello, Frog!  
Frog: How are you?  
Elephant: I'm OK, thanks. And how are you?  
Frog: I'm OK, too.  
Elephant: Frog, look! I've got magic paints!  
Frog: Magic paints? How many?  
Elephant and Frog: One, two, three, four!  
Frog: What colours?  
Elephant and Frog: Yellow, brown, orange and green!  
Frog: Elephant! ... Can you give me the green paint, please?  
Elephant: Here you are.  
Frog: Thank you. Bye!  
Elephant: Bye-bye, Frog!

5

Frog: Wow! I'm a green frog now!

6

Lion: Hi, Elephant!  
Elephant: Hello, Lion! How are you?  
Lion: I'm fine. Thank you. How are you?  
Elephant: I'm OK, thanks. Lion, look! I've got magic paints!  
Lion: Magic paints? How many?  
Elephant and Lion: One, two, three!  
Lion: What colours?  
Elephant and Lion: Brown, orange and yellow!  
Lion: Elephant! ... Can you give me the yellow paint, please?  
Elephant: Here you are.  
Lion: Thank you, Elephant. Goodbye!  
Elephant: Goodbye, Lion!

7

Lion: Wow! I'm a yellow lion now!

8

Tiger: Hi, Elephant!  
Elephant: Hello, Tiger!  
Tiger: How are you?  
Elephant: I'm OK, thanks. And how are you?  
Tiger: I'm OK, too.  
Elephant: Tiger, look! I've got magic paints!  
Tiger: Magic paints? How many?  
Elephant and Tiger: One, two!  
Tiger: What colours?  
Elephant and Tiger: Brown and orange!  
Tiger: Elephant! ... Can you give me the orange paint, please?  
Elephant: Here you are.  
Tiger: Thank you, Elephant! Goodbye!  
Elephant: Goodbye, Tiger!

9

Tiger: Wow! I'm an orange tiger now!

10

Bear: Hi, Elephant!  
Elephant: Hello, Bear! How are you?  
Bear: I'm fine. Thank you. How are you?  
Elephant: I'm OK, thanks. Bear, look! I've got a magic paint!  
Bear: A magic paint? What colour?  
Elephant: Brown!  
Bear: Elephant! ... Can you give me the brown paint, please?  
Elephant: Here you are.  
Bear: Thank you, Elephant. Goodbye!  
Elephant: Goodbye, Bear!

11

Bear: Wow! I'm a brown bear now!

12

Fox: I'm a red fox! I'm happy!  
Frog: I'm a green frog! I'm happy!  
Lion: I'm a yellow lion! I'm happy!  
Tiger: I'm an orange tiger! I'm happy!  
Bear: I'm a brown bear! I'm happy!  
Elephant: I'm grey... I haven't got any magic paints... But... grey is a colour, too. I'm a grey elephant and I'm happy!

Elicit the answer to the question "Why is the elephant grey?" Pupils may answer in L1: *Because he has given out all the magic paints he had.* Ask: *Is the grey elephant happy?* — Ps: Yes.

 2. Listening to the cassette. T: *Listen and point to the pictures.*

### Post-listening

Ask pupils to close their PBs.

Say some statements about the story. If they are true, pupils say *Yes*. If not, they say *No*.

T: *Elephant is grey.* — Ps: Yes.

T: *Fox is yellow.* — Ps: No.

T: *Fox is red.* — Ps: Yes.

T: *Lion is yellow.* — Ps: Yes.

T: *Tiger is pink.* — Ps: No.

T: *Tiger is orange.* — Ps: Yes.

T: *Bear is brown.* — Ps: Yes.

T: *Elephant is sad.* — Ps: *No.*  
 T: *Elephant is happy.* — Ps: *Yes.*

### 3. Speaking

Assign the roles. The class are Elephant, you are — all the animals in turn. Tell the story together. Help the class if necessary.

Divide the class into the groups of six, assign the roles: *Elephant, Fox, Frog, Lion, Tiger, Bear.* Tell pupils to listen to the story on the cassette and join in with the words.

Allow the groups time to rehearse the story. Monitor the class and help if necessary.

Tell the class they will act out the story in front of the class in the next lesson. That would be a good idea if pupils could listen to this story on the cassette at home.

### 4. Workbook activities

#### Ex. 1

T: *Colour the pictures.*

#### Ex. 2

Draw pupils' attention to the "About you" sign. Tell pupils to think of their toys at home and write the number of the toys they have. Monitor the class and speak to individual pupils.

#### Ex. 3

T: *How many dolls?* Count the dolls together. Ps: *One, two, three ... eight.* Draw pupils' attention to the number at the bottom of the exercise. Pupils count the toys in the picture and write the number in the appropriate boxes.

➤ **Key:** 8 dolls, 10 cars, 4 lions, 3 elephants, 5 foxes, 6 balls.

#### Ex. 4

Tell all pupils to colour Fluffy's animals only without letting their partner see. Each animal should be a different colour. Pupils may use unusual colours for the animals, e.g. *a green monkey.* You may set a time limit for this part of the activity.

When pupils are ready, say: *Work in pairs.* P1 looks at Fluffy's animals in his/her WB and says what colour it is: *(It's) a brown monkey.* P2 takes the corresponding pencil and colours Lucky's monkey brown. When all the animals are coloured, pupils swap roles. Go round the classroom and help if necessary.

Check if the partners have got the matching colours. T: *What colour is the fish?* Etc.

### 5. Round-up

T: *What's your favourite character from the story?*

## LESSON 10. SNOWFLAKE RACE

<b>Aim</b> To develop speaking skills	<b>New language</b> A snowflake*	<b>Recycling</b> Animal words Toy words Questions
<b>Pronunciation</b>	<b>Classroom language</b> Act out. Toss the / a coin. Colour the picture. Join the dots.	<b>You will need</b> 11 animal masks, 5 paint-tins Mirror Camera (optional) Coin (or rubber), two counters Wild animal flashcards Toy flashcards <b>Pupils will need</b> coloured pencils

### 1. Warm-up

 Songs and chants of this unit.

### 2. Acting out the story "Why is the elephant grey?"

To make acting out more interesting and exciting, prepare 11 masks for the actors:

a grey elephant, a grey fox, a grey frog, a grey lion, a grey tiger, a grey bear;

a red fox, a green frog, a yellow lion, an orange tiger, a brown bear.

Other prompts you could prepare: 5 paint-tins and a mirror. Give pupils an opportunity to rehearse the story. Then watch the performances. Praise all the actors.

When the presentation is over, you may take a photo of pupils wearing masks.

### 3. Board game (PB, ex. 1)

Divide the class into two groups: "Pink snowflakes" and "Blue snowflakes". Tell pupils they are snowflakes (draw a picture on the board), Santa Claus's friends. They are going to get to Santa Claus.

Ask pupils to follow their route for the game. Explain that when a group lands on a question-snowflake, they should ask a question and get a personal answer from every partner. When a group lands on a musical snowflake, they should sing any English song or recite any English rhyme. The only rule is to do it as a group.

The group that gets to Santa Claus first, will be allowed to choose any game to play while the other group finishes the game.

Provide pupils with a counter, one for each group. The class will also need one coin and one PB to play the game. Tell them if they toss a coin and it shows “heads”, the group will take one step forward, “tails” means two steps.

#### 4. Moving activity

Play the game that the winners of the board game choose.

#### 5. Workbook activities

##### Ex. 1

T: *Colour the picture.*

##### Ex. 2

T: *Join the dots (1–10).*

#### 6. Do you remember? (WB, ex. 1)

For the procedure see Unit 1, lesson 11, activity 7.

Ask pupils how many words they can say. Go through the pictures together and ask the class to name the pictures in chorus. Ps: *A crocodile, a monkey, a fox, etc.*

➔ **Key:** a crocodile, a monkey, a fox, a wolf, a hippo, an elephant, a tiger, a lion, a bear, a giraffe; a doll, a ball, a car, a teddy bear; snakes, bees.

#### 7. Round-up

 Songs and chants of this unit.

Invite pupils to say goodbye to the wild animals and toys as you put the flashcards into the Magic Box.

## LESSONS 11, 12 — OPTIONAL LESSONS

**Ideas for an optional lesson: Christmas party**

##### You will need:

Christmas decorations  
Telegram  
Binoculars  
Masks (for the play “Why is the elephant grey?”)  
5 paint-tins: yellow, green, red, orange, brown  
10 masks for little teddy bears  
Masks: a white cat, a crocodile  
Santa Claus’s dress or a mask  
A bag of small presents for pupils

##### 1. Greeting

T: *Hello, boys and girls! Today we are having a Christmas party. Merry Christmas!*

##### 2. Christmas song

Ask pupils to make a circle, hold their hands and move clockwise singing the song “We wish you a Merry Christmas”.

##### 3. “Mr Crocodile”

T: *I’ve got a telegram. Santa Claus is missing! Let’s find him! Stand up! Walk! Run! Climb! Jump! Stop!* Pupils follow the instructions. T (looking through the binoculars): *What’s that? It’s big. It’s green. It can swim.* Ps: *A crocodile!*

Play the game “Mr Crocodile” (see the instruction in Unit 4, lesson 3, activity 4). Let Mr Crocodile wear “a crocodile” mask.

##### 4. “Why is the elephant grey?”

T: *Boys and girls! Swim! Fly! Walk! Stop!* The pupils follow the instructions. T (looking through the binoculars): *What’s that? It’s big. It’s grey. It can walk.* Ps: *An elephant!* T: *Now watch our play “Why is the elephant grey?”*

The actors put on the grey masks. You may ask a senior pupil to be “Elephant” in the play.

For the script of the play see Unit 4, lesson 9, activity 2.

##### 5. Song “Ten little teddy bears”

T: *Boys, climb! Girls, run! Boys and girls, turn around! Stop!* Pupils follow the instructions. T (looking through the binoculars): *What’s that? It’s big. It’s brown. It can climb a tree.* Ps: *A bear!*

Ten pupils put on the masks of teddy bears and sing the song “Ten little teddy bears” with sitting down on the floor.

##### 6. “Chinese whispers”

T: *Fly! Swim! Walk! Stop!* Pupils follow the instructions. T (looking through the binoculars): *What’s that? It’s little. It’s white. It can jump and climb a tree.* Ps: *A cat!*

The pupil in the mask of a white cat stands in front of the class. T: *The cat wants to play Chinese whispers.*

Play the game (see the instruction in Unit 2, lesson 2, activity 4).

##### 7. Rhyme “I’ve got an orange tiger”

T: *Jump! Run! Climb! Stop!* Pupils follow the instructions. T (looking through the binoculars): *What’s that? It’s big. It can run. It’s orange and black.* Ps: *A tiger!*

A pupil in the mask of a tiger recites the rhyme “*I’ve got an orange tiger*”.

### 8. Dance

T: *Stand up! Run! Climb! Stop!* Pupils follow the instructions. T (looking through the binoculars): *What’s that? It’s little. It’s brown. It can swim and fly.* Ps: *A duck!* Invite pupils to dance a dance of little ducklings or to any other music. T: *Let’s dance!*

### 9. Riddles

T: *Stand up! Swim! Jump! Fly! Stop!* The pupils follow the instructions. T (looking through the binoculars): *What’s that? It’s little. It’s green. It can jump.* Ps: *A frog!* A pupil in the mask of a frog says: *Let’s guess some riddles!* Divide the group into two teams. Let them invent a name for their team. The teams should ask three riddles about animals in turn. If the other team can guess the riddle in three tries they get a point.

### 10. Santa Claus

Ask the pupils to call for Santa Claus: *Santa Claus, you’re welcome!*

Santa Claus: *Hello, boys!*  
Boys: *Hello, Santa Claus!*  
Santa Claus: *Hello, girls!*  
Girls: *Hello, Santa Claus!*  
Santa Claus: *Merry Christmas!*  
Pupils: *Merry Christmas!*  
Pupils ask Santa Claus for presents.  
P1: *Santa Claus, can you give me a ball?*  
Santa Claus: *Here you are.*  
P1: *Thanks.*  
Santa Claus gives presents to pupils.

### 11. Optional games

Play pupils’ favourite games.  
Sing pupils’ favourite songs.  
Recite pupils’ favourite rhymes.

### 12. Saying goodbye

Santa Claus says *goodbye* and the party is over.

# UNIT 5.

# HEAD AND SHOULDERS

**By the end of the unit pupils will be able to:**

- identify parts of the face and body;
- describe appearances (eyes and hair);
- describe animals (colour, tails, number of legs);
- describe space creatures (colour, number of parts of the body);
- identify letters Aa – Ff.

## Vocabulary

**Body:** a head, a face, ears, eyes, hair, a mouth, a nose, arms, hands, fingers, legs, feet, toes; a tail  
Beautiful, blond; long, short

## Structures and grammar

I've got *green* eyes.  
She's got / He's got *blond* hair.  
It's got *four* legs.  
Zero article: *hair*  
Irregular plural: foot – feet

## Project: "My space toy"

It's a Robot. It's my space toy. It's big. It's grey. It's got two eyes, one big ear and a small mouth. It's got one arm and ten fingers. It's got two legs and one foot. It can't walk. It can't run. It can't dance. It can't fly. It can sing.

## LESSON 1. MAGIC MIRROR

<p><b>Aim</b> To present and practise vocabulary and grammar  To teach pupils to describe their eyes and hair</p>	<p><b>New language</b> A mouth, a nose, eyes, ears, hair I've got <i>green</i> eyes. I've got <i>blond</i> hair. Zero article: <i>hair</i> Beautiful*, blond*, small* Mirror*, handsome* Read and sing the alphabet.*</p>	<p><b>Recycling</b> Toys Colours I've got a <i>monkey</i>. It's a <i>brown monkey</i>.</p>
<p><b>Pronunciation and letters</b> [θ] – 'дразниться' [z] – 'пчелки'  Letters: Aa–Zz</p>	<p><b>Classroom language</b> Guess. Touch your <i>nose</i>. Listen and repeat. Let's play. Open / Close your eyes. What's missing? Listen and look. Listen and point. Listen and colour. Trace the pictures.</p>	<p><b>You will need</b> Several toy animals of different colours (or animal flashcards) Body flashcards Flashcard: Mrs Bell Mirror ABC poster Magic Box Magic Picture  <b>Pupils will need</b> coloured pencils</p>

## 1. Warm-up

T: *I've got some animals in the Magic Box. Guess!* P1: *Have you got a monkey?* – T: *Yes, I've got a monkey. What colour?* – P1: *It's a brown monkey.* – T: *Yes. Here you are.* – P1: *Thank you.* Etc.

T: *Who's got a brown monkey?* – P1: *I've got a brown monkey.* – T: *Can you give me the monkey?* – P1: *Here you are.* – T: *Thank you.* Etc.

## 2. Unit presentation (PB)

Invite pupils to look at the introductory page. Introduce the topic “*body*” and say that by the end of this unit pupils will learn to name parts of their face and body and be able to describe appearances. Draw pupils' attention to the alphabet poster on the wall in the picture and say that pupils will also learn the names of the 26 English letters.

## 3. Vocabulary presentation and practice

### Presentation

Draw a picture of an animal or a funny man on the board. Introduce the new words as you draw them: **A mouth. A nose. Eyes. Ears. Hair.** Encourage pupils to repeat the words after you.

Pointing to the parts of your face, name them and encourage pupils to repeat the words with you.

Point to your eyes and say: *Look at my eyes. What colour are they?* Ps: *Green.* T: *Yes. I've got green eyes.* Encourage pupils to repeat after you. Ask individual pupils: *What colour are your eyes?* Help them to respond in complete sentences. P1: *I've got brown eyes.* Etc.

Point to your hair and say: *Look at my hair. What colour is it?* Ps: *White.* T: *Yes. I've got blond hair. Blond hair. I've got blond hair.* Encourage pupils to repeat after you. Ask individual pupils: *What colour is your hair?* Help them to respond in complete sentences. P2: *I've got brown hair.* Etc.

blond hair	светлые волосы
brown hair	темно-русые волосы
grey hair	седые волосы
red hair	рыжие волосы

### Checking understanding

Ask pupils to touch the parts of their faces as you name them. T: *Touch your nose. Touch your mouth.* Etc.

T: *Who's got blue eyes?* P1: *I've got blue eyes.* T: *Who's got red hair?* P2: *I've got red hair.* Etc.

### Pronunciation

T (in L1): *Mrs Bell has a friend who likes to tease:* [θ] [θ] [θ]. *Listen and repeat:* [θ] – *mouth, a red mouth; I've got a red mouth.*

T: *Mrs Bell has come with some bees:* T: [z] [z] [z]. *Listen and repeat:* [z] – *eyes, green eyes; I've got green eyes.*

### Practice

Put the body flashcards on the board, elicit the words from the class.

What's missing?

T: *Let's play.* Put the body flashcards on the board. Then say: *Close your eyes.* Take any flashcard from the board and hide it behind your back. Say: *Open your eyes. What's missing?* Pretend to look puzzled. Elicit from pupils the missing body word, show the flashcard to the class when you get the correct answer: *Yes, a mouth.*

## 4. Cartoon (PB, ex. 1)

### Pre-listening

T: *Who can you see?* Ps: *Maggie.* Show a real mirror and say: *What's this? It's a mirror!* Point to the *mirror in the PBs. It's a magic mirror!*

### While-listening

T: *Listen to the cassette and point to the pictures.*

### Tapescript

1

Maggie: *What's this? It's a mirror! It's the magic mirror! I've got a small nose...*

2

Maggie: *I've got a red mouth...*

3

Maggie: *I've got green eyes...*

4

Maggie: *I've got small ears.*

5

Maggie: *I've got brown hair...*

6

Maggie: *I'm beautiful!*

T: *Is Maggie happy?* Ps: *Yes.*

Check if pupils understand what “beautiful” means. Explain if necessary.

### LANGUAGE NOTE

*Beautiful* and *handsome* are close in meaning.

“Beautiful” refers only to girls and women. “Handsome” refers only to boys and men.

### GRAMMAR NOTE

Remind pupils of *Lipuchka* which never sticks to plural things.

T: *Listen and repeat.* Play the cassette and stop it after each sentence for pupils to repeat.

Act out the cartoon in two large groups: “Maggies” and “Echo”. Encourage the girls to mime looking into the mirror and admire their beauty. Encourage the boys to repeat after the girls in “echo-like” voices.

## 5. Magic Picture

Use the cutouts (a *boy* and a *girl*) at the end of the Teacher's Book and prepare the Magic Pictures before the lesson. See the instruction in Unit 4, lesson 3, activity 2.

Pulling the coloured paper strip through the cutout, change the colour of the eyes in the model, Then do the same with the hair. Ps: *Blue eyes, green eyes, black eyes, brown eyes, grey eyes; black hair, blond hair, red hair, brown hair.*

## 6. Moving activity (Reversed Mirror)

T: *Stand in a semi-circle.* One pupil is a Reversed Mirror and stands with her/his back to the class. P1 says his/her name and says a sentence about his/her eyes or hair. P1: *I'm Helen. I've got green eyes.* The Reversed Mirror has to decide if the description is true or not and says *Yes* or *No*. If the Reversed Mirror right, he/she continues the game, if not, he/she is replaced.

## 7. Workbook activities



### Ex. 1

T: *Listen and colour the eyes and the hair.*

### Tapescript

1. Blue eyes. 2. Green eyes. 3. Brown eyes.  
1. Blond hair. 2. Red hair. 3. Black hair.

T: *Listen and check.*

Check pupils' answers. T: *Eyes number one.* Ps: *Blue eyes.* Etc.

### Ex. 2

T: *Trace the pictures.*

Go round the classroom and speak to individual pupils. T: (point to a picture) *Is it a boy?* P1: *Yes, a boy.* T: *What's this?* P1: *A mouth.* T: *What colour?* P1: *Red.* Etc.



## 8. Letters

Tell the class in L1 that today is a very important day for them as they are going to meet the English letters. Ask pupils why it is important to know the letters. (*Because then we can learn to read.*)

Put the ABC poster on the board and let pupils look at it for a moment. Ask: *How many letters?* Count the letters together. Finally say: *Twenty six! Now it's time to listen to the Alphabet song. Listen and look.* Play the cassette and point to the letters as they are mentioned in the song.

Ask if pupils liked the song. Play the cassette again and point to the letters. Encourage pupils to join in when they are ready, but don't insist so far.

T: *Open your Pupils' Books at the introductory page.* Point to the alphabet poster on the wall. *Look, what's this? (The English alphabet!)*

T: *Listen to the cassette and point to the letters.*



### PB, ex. 2

T: *Open your Pupil's Books, exercise 2. Listen and follow the text in the book.*

## 9. Round-up

Encourage pupils to say one sentence about themselves. P1: *I've got green eyes.* Etc.

## LESSON 2. TWO LITTLE EYES

<b>Aim</b> To develop listening and speaking skills	<b>New language</b> To look around*; to hear each sound*; to smell what's sweet*; that likes to eat*	<b>Recycling</b> Body words Big, little The article "a": <i>a nose, _ hair</i> Plural: <i>two little eyes</i>
<b>Pronunciation and letters</b> [ɔ] – 'на самолете' [d] – 'на заборчике' [r] – 'рычит' [w] – 'как рыбка' Letters: Aa–Zz	<b>Classroom language</b> Touch your ears. Work in pairs. Listen and join in. Listen and draw. Colour the letters. What letter is this?	<b>You will need</b> Flashcard: Mrs Bell ABC poster <b>Pupils will need</b> coloured pencils

### 1. Warm-up

T: *Touch your ears. Touch your nose.* Etc.

### 2. Speaking (PB, ex. 1)

Invite pupils to look at the clowns and to describe them. Point to Tim and say: *Brown eyes, green hair, big ears,*

*a little mouth, a big nose.* Encourage pupils to repeat the phrases after you.

Point to Tom. T: *Eyes.* Ps: *Green eyes.* T: *Hair.* Ps: *Pink hair.* T: *Ears.* Ps: *Little ears.* T: *A mouth.* Ps: *A big mouth.* T: *Work in pairs.* P1 chooses a clown and points to the parts of his face, P2 describes them. Then they swap roles.

### Guessing game

Pupils work in pairs. P1 describes a clown, P2 guesses. Then they swap roles. Go round the classroom and help pupils if necessary.

### 3. Song “Two little eyes” (PB, ex. 2)

Invite pupils to look at the pictures and guess what the song is about. (*About eyes, ears, a nose and a mouth and what they are for.*)

T: *Listen and point.*

Tapescript (in PB)

Translate the song for pupils. Support the translation with gestures, use the pictures in the PB as clues.

T: *Listen and join in with the gestures.*

### Pronunciation

T (in L1): *Mrs Bell has just heard the song and came by plane:* [ð][ð][ð]. *Listen and repeat:* [ð] – *that, that likes to eat.*

T: *Mrs Bell came with her friend who likes to sit on the fence:* [d][d][d]. *Listen and repeat:* [d] – *sound, each sound, to hear each sound.*

T: *Another of Mrs Bell’s friends is roaring:* [r][r][r]. *Listen and repeat:* [r] – *around, to look around.*

T: *Mrs Bell’s friend opens his mouth like a fish:* [w][w][w]. *Listen and repeat:* [w] – *sweet, what’s, what’s sweet, to smell what’s sweet.*

Make sure pupils hear the words clearly as the song contains rather difficult vocabulary.

T: *Listen to the song again and join in with the words and gestures.*

### 4. Moving activity (Don’t believe your eyes)

Tell pupils they should listen to you and point to the parts of the body you will say.

The second round of the game is more difficult as you may name one part of the body but point to a different

one. Tell pupils they should repeat your words and point to the correct parts of their bodies.

T: *My mouth* (point to your hair). Ps: *My mouth* (point to their mouths)

### 5. Workbook activity



#### Ex. 1

T: *Listen and draw the clowns’ faces.*

Tapescript

1

*I’ve got a little nose.*

*I’ve got a big mouth.*

*I’ve got big eyes.*

*I’ve got little ears.*

2

*I’ve got a big nose.*

*I’ve got a little mouth.*

*I’ve got little eyes.*

*I’ve got big ears.*

T: *Listen and check.*

Check pupils’ answers T: *Number 1. A nose.* Ps: *I’ve got a little nose.* Etc.

### 6. Letters

Put the ABC poster on the board. Say the alphabet from beginning to end. Encourage pupils to join in.



#### Alphabet song

T: *Listen and sing.*

As the class sing, point to the letters on the poster.

#### WB, ex. 2

T: *Look at the English letters. Big or little?* Ps: *Big.*

Make sure pupils have got coloured pencils on their desks.

T: *Colour the letters any colours.*

Allow pupils the time for colouring. Go round the classroom and ask individual pupils: *What colour is this? What letter is this?* Help if necessary.

Sing the Alphabet song with or without the cassette. Encourage pupils to point to the letters in their WBs.

### 7. Round-up



Song “Two little eyes”.

## LESSON 3. I'VE GOT TEN FINGERS

<p><b>Aim</b> To present and practise vocabulary To develop speaking skills</p>	<p><b>New language</b> A head, a face; arms, hands, fingers; legs, foot—feet, toes I've got <i>one face</i>. I've got two arms.</p>	<p><b>Recycling</b> Face words Numbers</p>
<p><b>Pronunciation and letters</b> [i:] — 'плакса' [ɪ] — 'икает' [ɨ] — 'хобот слона' [z] — 'пчелки' Letters: Aa—Zz</p>	<p><b>Classroom language</b> Wash your hands. Listen and point. Point and say. Listen and join in. Sing and do the actions. Point to your nose. Let's play <i>Bingo</i>. Tick. Circle. Colour the letters. What letter is this?</p>	<p><b>You will need</b> Body flashcards Flashcard: Mrs Bell Magic Box ABC poster  <b>Pupils will need</b> coloured pencils</p>

### 1. Warm-up

 Song "Two little eyes".

### 2. Vocabulary presentation and practice

#### Presentation

Draw a simple picture of a funny man on the board and introduce the new words as you draw them: **A head, a face, a nose, a mouth, hair, eyes, ears. Arms, hands, fingers. Legs, feet, toes.** Encourage pupils to repeat the words after you.

Then point to the parts of your body, name them and encourage pupils to repeat the words and actions after you.

Draw pupils' attention to the irregular plural form of *foot—feet*.

Make sure pupils can see the difference between *arms* and *hands, legs* and *feet*.

#### Checking understanding

Encourage pupils to mime washing the parts of the body you will name. T: *Wash your hands. Wash your face. Wash your feet.* Etc.

#### Pronunciation

T (in L1): *Mrs Bell has come with the cry-baby:* [i:] [i:] [i:].  
*Listen and repeat:* [i:] — *feet, two feet, repeat, repeat.*

T: *The cry-baby began to hiccup:* [ɪ][ɪ][ɪ]. *Listen and repeat:* [ɪ] — *finger, fingers, ten fingers.*

T: *Mrs Bell has brought an elephant with a long trunk:* [ɨ] [ɨ] [ɨ]. *Listen and repeat:* [ɨ] — *finger, fingers, ten fingers.*

T: *Some bees have come with Mrs Bell, too:* [z] [z] [z].  
*Listen and repeat:* [z] — *arms — two arms, legs — two legs, toes — ten toes.*

#### Practice

Put the body flashcards on the board and elicit the words from the class.

#### TEACHER'S TIP

Use the flashcard *a hand* to introduce **a hand** and **fingers** and the flashcard *a foot* to introduce **a foot** and **toes**.

T: *How many fingers have you got?* Ps: *I've got ten fingers.*

T: *How many ears have you got?* Ps: *I've got two ears.*  
Etc.

### 3. Chant "I've got one face" (PB, ex. 1)

PBs closed. Ask pupils to point to their parts of the face and body as you name them. T: *Ten toes. One face.* Etc.

T: *Open your Pupil's Books. Listen and point to the pictures.*

Tapescript (in PB)

Make sure pupils understand *Listen!* and *Repeat!*

T: *Look at the pictures, point and say.*

T: *Listen and join in with the words.*

T: *Stand up. Listen to the cassette, sing and do the actions.*

### 4. Moving activity (Peter says)

Pupils should do the actions you say only if you add "Peter says". If not, they should stand still. T: *Point to your nose. Hands up. Hands on your head. A finger on your nose.* Etc.

## 5. Workbook activities

### Ex. 1

T: *Let's play Bingo!* Ask pupils to tick any six boxes. Check if they have ticked different pictures and not just copied each other. Then, explain that you will take body flashcards out of the Magic Box and name them but you won't show the pictures to the class. Tell pupils they should listen to you carefully and circle the ticks when they hear the words which they have ticked before. If the word hasn't been ticked, pupils have to miss their turn and do nothing. T: *Legs.* Give pupils time to find the correct box and circle the tick. Those who have not ticked the picture *legs* don't do anything. Continue with the other pictures. When a pupil has circled all the ticks, he/she puts up a hand and says: *Bingo!* Play the game until all the pupils have said: *Bingo!*

## 6. Letters

Put the ABC poster on the board. Say the alphabet from beginning to end and encourage pupils to join in.

## Alphabet song

T: *Listen and sing.*

As the class sing, point to the letters on the poster.

### WB, ex. 2

T: *Look at the English letters. Big or little? Ps: Little.*

Make sure pupils have got coloured pencils on their desks.

T: *Colour the letters any colours.*

Allow pupils the time for colouring. Go round the classroom and ask individual pupils: *What colour is this? What letter is this?* Help, if necessary.

Sing the Alphabet song with or without the cassette.

Encourage pupils to point to the letters in their WBs.

## 7. Round-up

Chant "I've got one face".

## LESSON 4. HE'S GOT BLUE EYES

<p><b>Aim</b> To teach pupils to describe other people's eyes and hair To develop listening skills</p>	<p><b>New language</b> He's got <i>brown</i> hair. He's got <i>green</i> eyes. She's got <i>blond</i> hair. She's got <i>brown</i> eyes.</p>	<p><b>Recycling</b> Body words Colours He, she</p>
<p><b>Pronunciation and letters</b> Letter-sound correspondence Aa [eɪ] – <b>apple</b> [æ] Bb [bi:] – <b>bus</b> [b] Cc [si:] – <b>cat</b> [k]</p>	<p><b>Classroom language</b> How many? Listen and guess. Work in pairs. Listen and point. Who can you see? Listen and colour. Look. What's the first letter? Listen. What's the first sound? What's the secret? Match. Trace the letters.</p>	<p><b>You will need</b> Magic Pictures (a boy, a girl) ABC poster Letter flashcards: Aa, Bb, Cc Body flashcards</p> <p><b>Pupils will need</b> coloured pencils</p>

## 1. Warm-up

Song "Two little eyes".

Chant "I've got one face".

T: *Anna, how's your mum?* P1: *She's fine, thanks.* T: *Nick, how's your dad?* P2: *He's OK.* Etc.

## 2. Structure presentation and practice

### Presentation

Point to a boy and say: *A boy. He.* Point to a girl and say: *A girl.* Elicit from pupils: *She.* Point to other pupils in the class, encourage the class to speak following the model.

Invite two boys and two girls to come up to you. Ask the boys: *What colour is your hair?* P1: *I've got brown hair.* P2: *I've got blond hair.* Say: *He... **He's got brown hair.** He... **He's got blond hair.*** Encourage the class to repeat after you. Ask the boys: *What colour are your eyes?* P1: *I've got green eyes.* P2: *I've got grey eyes.* Say: ***He's got green eyes.** He's got grey eyes.* Encourage the class to repeat after you.

Repeat the procedure with the girls and introduce: ***She's got blond hair.** She's got brown eyes.*

### Checking understanding

Point to a boy and say: *Blue eyes.* Encourage the class to say a complete sentence: *He's got blue eyes.* Etc.

### Practice

Describe one of the pupils and ask the class to guess him/her. T: *She's got black eyes. She's got brown hair.* Ps: *Polina.* Etc.

### PB, ex. 1

T: *Open your Pupil's Books. How many boys?* Ps: *Two boys.* T: *How many girls?* Ps: *Two girls.*

T: *Listen and guess.* Describe one of the children in the picture and elicit the answer. T: *He's got blue eyes. He's got red hair.* Ps: *(Picture) one.*

T: *Work in pairs.* P1 describes a child, P2 guesses and says the number of the picture.

### Magic Picture

Pull the coloured paper strips through the Magic Pictures to change the colour of the eyes and hair of the boy and girl. Elicit from pupils the sentences describing their appearance. Ps: *She's got blond hair. He's got blue eyes.* Etc.

### 3. Chant "She's got one face" (PB, ex. 2)

Put the body flashcards around the classroom. You will need only those mentioned in the chant: *a face, a head, arms, legs, hands, feet.*

T: *Stand up. Listen to the chant and turn to matching flashcard.*

Play only the first part of the chant. Pupils turn to the flashcards.

Tapescript, Part 1 (in PB)

T: *Is it about a boy or a girl?* Ps: *A girl.* T: *Yes. She – about a girl.*

T: *Look at the boy in your Pupil's Books. Listen and point.* Play the second part of the chant. Pupils point to the boy's parts of the body in the picture.

T: *Listen again, point to the pictures and join in.*

Tapescript, Part 2 (in PB)

### 4. Moving activity (Chanting together)

The boys recite the first part of the chant and point to the girl's parts of the body. Then the girls recite the second part of the chant and point to the boy's parts of the body.

### 5. Workbook activities

#### Ex. 1

T: *Who can you see?* Ps: *Pinocchio and Cinderella.*

T: *Listen and point.*

Tapescript

1. This is Pinocchio. He's handsome. He's got blue eyes. He's got black hair. He's got a big nose. He's got a big mouth. He's got a green ball.

2. This is Cinderella. She's beautiful. She's got blue eyes. She's got blond hair. She's got a grey cat. Miaow.

T: *Listen again and colour.*

T: *Listen and check.*

Check pupils' answers. P1: *She's got blond hair. She's got blue eyes.* Etc.

### 6. Letters

Put the ABC poster on the board. Say the alphabet from beginning to end and encourage pupils to join in.

#### TEACHER'S TIP

From now and on arrange the ABC poster in the classroom for pupils to see it in every lesson.

#### Alphabet song

T: *Listen and sing.*

Encourage pupils to point to the letters in their WBs (Unit 5, Lessons 2 or 3, ex. 2) as they sing the song.

#### Letter-sound correspondence

Show "Aa" flashcard (letter-side) to the class and elicit its name. Ps: *Aa [ei]*. Put the flashcard on the board. Repeat the procedure with letters **Bb** [bi:] and **Cc** [si:]. Say that today pupils will learn three secrets about English letters.

Take "Aa" flashcard and show it word-side to the class. Point to the picture and say: *Look. It's an apple. Apple. Apple.* Encourage pupils to repeat after you. Then ask: *What's this?* Ps: *Apple.*

Point to the underlined letter at the beginning of the word "apple" and ask: *What's the first letter?* Ps: *Aa [ei]*. T: *Yes, letter Aa [ei]*.

Put your hand to your ear and say: *Listen: "apple". What's the first sound?* Ps: [æ]. T: *Yes, sound [æ]*.

T: *What's the secret?* Help pupils if needed. Ps: *apple – letter Aa [ei] – sound [æ]*.

Repeat the procedure to introduce:

bus – letter **Bb** [bi:] – sound [b],

cat – letter **Cc** [si:] – sound [k].

#### PB, ex. 3

T: *Work in pairs.* P1 says the word. P2 says the first sound and the first letter.

### 7. Workbook activities

#### Ex. 2

T: *Match.* Pupils draw lines to match the capital letters and small letters with the appropriate pictures.

#### Ex. 3

T: *Can you see any letters? What letters can you see?* Ps: *a, b, c.*

T: *Trace the letters.* Tell pupils they should try to do the tracing neatly.

Go round the classroom and help if necessary. Ask individual pupils: *What letter is this?*

### 8. Round-up

#### Chant "She's got one face".

Ask pupils to bring photos of their mum and dad.

## LESSON 5. GHOST

<p><b>Aim</b> To teach pupils how to describe people and animals To develop listening and speaking skills</p>	<p><b>New language</b> It's got <i>green eyes</i>. Ghost*</p>	<p><b>Recycling</b> Family words Body words She's got <i>blond hair</i>. He's got <i>green eyes</i>. He, she, it</p>
<p><b>Pronunciation and letters</b> [z] – 'пчелки'</p>	<p><b>Classroom language</b> Work in pairs. Who can you see? Raise your hands. Listen and colour.</p>	<p><b>You will need</b> Photo of your mum and dad Coloured pictures of animals Flashcard: Mrs Bell Ball <b>Pupils will need</b> photo of a mum and a dad, coloured pencils</p>

### 1. Warm-up

 Chant "I've got one face".

 Chant "She's got one face".

T: *How's your mum? How's your dad?* Etc.

### 2. Speaking

Show a photo of your mum and say: *I've got a mum. She's got grey hair. She's got grey eyes. I've got a dad. He's got grey hair. He's got brown eyes.* Encourage the class to complete your sentences. T: *My mum. Grey hair.* Ps: *She's got grey hair.* Etc.

T: *Work in pairs.* Pupils describe their mums and dads in the photos. Go round the classroom and listen to pupils. When the pairs finish, ask pupils to describe their partner's mums and dads. T: *Can you tell me about Sasha's mum?* P1: *She's got brown eyes. She's got brown hair.*

Finally, show some coloured pictures of animals and encourage the class to describe them. Remind pupils of the word *it* when we speak about animals. Ps: *It's got green eyes. It's got grey and brown hair.*

#### Practice

Play a ball game. Throw a ball to individual pupils and name any animal in the pictures. Pupils catch the ball, throw it back to you and say a true sentence about the animal's eyes or hair. P1: *It's a cat.* T: *It's got green eyes.* Etc.

### 3. Cartoon (PB, ex. 1)

#### Pre-listening

T: *Who can you see?* Ps: *A mum. A dad.* Help with the word *ghost*.

T: *Picture 2. How many hands?* Ps: *Four hands.* T: *Picture 3. How many feet?* Ps: *Four feet.* T: *How many heads?*

Ps: *Two heads.* T: *Picture 4. How many eyes?* Ps: *Four eyes.*

#### While-listening

T: *Listen and point to the pictures.*

#### Tapescript

1

(It's evening.)

2

Dad: *What's this? ... It's got four hands.*

3

Mum: *It's got four feet... It's got two heads.*

4

Mum: *It's got four eyes.*

5

Dad: *It's a ghost!*

6

Dad: *No, look! It's Maggie! It's Steve!*

Ask pupils what happened in the story. Ps (in L1): *Maggie and Steve pretended to be a ghost and tried to frighten the adults.*

Ask pupils in L1 if they believe in ghosts; whether they are afraid of ghosts; if they have played jokes on their parents, etc.

#### Post-listening

T: *Listen and repeat.*

### 4. Moving activity (Ghost show)

#### Pronunciation

T (in L1): *Mrs Bell has come with bees today:* [z] [z] [z].

T: *Raise your hands when you hear [z]: arms, it's, heads, nose, face, eyes, ears, he's got, she's got.*

Ask pupils to come up to the board. Divide them into groups of three to five people. Tell them to make one ghost for a group. They should do it by combining their bodies and using coats, jackets and other clothes.

When all the groups are ready, they present their ghosts to the class in turn. The rest of the class describe each ghost.

T: *Arms.* Ps: *It's got six arms.* T: *Legs.* Ps: *It's got eight legs.* Etc.

## 5. Workbook activities



### Ex. 1

T: *Who can you see?* Ps: *Maggie and Steve.* T: *What toys can you see?* Ps: *A doll, a car, a dog, etc.*

T: *Listen and match.* Make sure pupils know they should draw a line from a character to the toys they have.

### Tapescript

*She's got a doll. She's got a cat. She's got a chicken. She's got a ball.*

*He's got a car. He's got a dog. He's got a horse. He's got a monkey.*

T: *Listen and check.*

Check pupils' answers. T: *A doll.* Ps: *She's got a doll.* Etc.

### Ex. 2

Ask pupils if they remember the names of the letters in the picture.

Allow them the time for colouring the letters. Go round the classroom and speak to individual pupils. T: *What letter is this? What colour is this?*

### Ex. 3

Make sure all pupils have got coloured pencils on their desks. Tell them they will listen to you and colour the CAPITAL letters the way you will tell them. Make pauses for pupils to be able to find the correct pencil and colour the capital letter. T: *A is orange. B is green. C is purple.*

Check pupils' answers. T: *What colour is B?* Ps: *Green.* Etc.

Tell pupils to colour the small letters themselves following the clue: corresponding capital and small letters should be of one colour. Monitor pupils as they work.

## 6. Round-up



Alphabet song.

## LESSON 6. IT'S GOT A SHORT TAIL

<b>Aim</b> To present and practise vocabulary To teach pupils to describe animals' tails To develop listening skills	<b>New language</b> A tail Short, long It's got a <i>short</i> tail. Shoulders*, knees*	<b>Recycling</b> Body words She's got <i>blue eyes</i> . He's got <i>red hair</i> . It can swim.
<b>Pronunciation and letters</b> [ɒ] – [ɔ:]	<b>Classroom language</b> What's the difference? Listen and repeat. Work in pairs. Who can you see? What can you see? Listen and guess. Listen and point. Circle.	<b>You will need</b> Two toys – with long and short tails (e.g. <i>a monkey, a rabbit</i> ) Animal flashcards Flashcard: a tail Letter flashcards: Aa – Cc

### 1. Warm-up



Song "Two little eyes".

### 2. Vocabulary presentation and practice

#### Presentation

Point to a girl and say: *She*. Then point to a boy and elicit: *He*. Finally, point to a toy animal and elicit: *It*.

Point to the parts of your face and body and describe yourself, using the structure *I've got...* Then, describe a girl, using the structure *She's got...* Next, describe a boy, using the structure *He's got...*

Hold a toy animal with a long tail (e.g. a monkey). T: *It's got two eyes. It's got two ears.* Etc. *It's got a tail.* Put the flashcard with a tail on the board. Hold a toy animal

with a short tail (e.g. a rabbit). T: *It's got two eyes. It's got two ears.* Etc. *It's got a tail.* Encourage pupils to repeat the new word.

T: *Look. A monkey has got a tail. A rabbit has got a tail. One tail, two tails. What's the difference?* Elicit the answer in L1: *A monkey has got a long tail. A rabbit has got a short tail.* T: *Yes! It's a monkey. It's got a long tail.* Encourage pupils to repeat. T: *It's a rabbit. It's got a short tail.* Encourage pupils to repeat.

#### Checking understanding

Put the animal flashcards on the board. Point to an animal and encourage pupils to say two sentences about it: *It's a pig. It's got a short tail.* Etc.

#### Pronunciation

T (in L1): *Mrs Bell's friends like swinging on a monkey's tail:* [ɒ] – [ɒ] – [ɔ:]; [ɒ] – [ɒ] – [ɔ:]. *Listen and repeat:* [ɒ] – [ɒ] – [ɔ:] – *got – long – short; got – long – short.*

### Practice (PB, ex. 1)

T: *A tiger.* Ps: *It's got a long tail.* T: *An elephant.* Ps: *It's got a short tail.* Etc.

Ask pupils to describe the animals in chorus: Ps: *It's a rabbit. It's got a short tail.* Etc.

T: *Work in pairs.* P1 names an animal. P2 describes it. Then they swap roles.

### 3. Riddles (PB, ex. 2)

#### Pre-listening

T: *Who can you see?* Ps: *Steve and Maggie.* T: *What can you see?* Ps: *A frog, a fish, a lion, two cows.*

Ask pupils to describe the animals. Help if necessary.

T: *A fish.* Ps: *It's red. It's got a short tail.* Etc.

Ask pupils what the animals can do. T: *A frog.* Ps: *It can swim. It can jump.* Etc.

#### While-listening

T: *Listen and guess the animals.*

#### Tapescript

1. *It's got two eyes. It's got two ears. It's got four legs. It's got a long tail. It can jump. It's yellow. What is it?*

2. *It's got two eyes. It's got a short tail. It's red. It can swim. What is it?*

3. *It's got four eyes. It's got four ears. It's got eight legs. It's got two tails. What is it?*

➔ **Key:** 1. A lion. 2. A fish. 3. Two cows.

#### Post-listening

Invite pupils to say and guess some riddles in pairs.

### 4. Song "Head and shoulders" (PB, ex. 3)

Point to the parts of your body and revise some body words. Introduce **shoulders** and **knees**.

T: *Listen and point to Maggie and Steve.*

#### Tapescript (in PB)

T: *Listen and point. Join in with the words.*

### 5. Moving activity ("Head and shoulders")

Ask pupils to stand up and sing the song "Head and shoulders". Encourage them to do the actions when they sing the song.

### 6. Workbook activities

#### Ex. 1

Pupils name the animals that have lost their tails. Then they match the animals to their tails by drawing a line. Go round the classroom and speak to individual pupils. T: *A wolf.* P1 points to the wolf and says: *It's got a long tail.* Etc.

#### Ex. 2

Take the letter flashcards "Aa – Cc" and revise the letters, sounds and words: apple – the sound [æ] – the letter Aa [eɪ]; bus – the sound [b] – the letter Bb [bi:]; cat – the sound [k] – the letter Cc [si:]. Put the letter flashcards on the board letter-side up for pupils to see.

Copy the first line from the WB onto the board. T: *What letter?* Ps: *A.* T: *Capital or small?* Ps: *Small.* T: *Where's capital "A"?* Circle. Explain to the class that they should look at a small letter in the left column at the beginning of each line and then look for the corresponding capital letters in the right column and circle them. Then they look at a capital letter and circle the corresponding small letters.

Go round the classroom and help if necessary.

### 7. Round-up

 Song "Head and shoulders".

## LESSON 7. SNOWMAN

<b>Aim</b> To develop listening and speaking skills	<b>New language</b> Let's make a snowman.* a body*	<b>Recycling</b> Body words Numbers Colours He's got <i>a head</i> .
<b>Pronunciation and letters</b>	<b>Classroom language</b> Listen and point. Find and circle. Count and tick.	<b>You will need</b> Parts of snowman's body: three large circles of different sizes (head and body), two small circles (arms), two black eyes and a long orange nose

## 1. Warm-up

 Songs and chants of this unit.

## 2. Vocabulary practice

### Don't believe your eyes

Tell pupils they should listen to you and point to the parts of the body you will say.

The second round of the game is more difficult as you may name one part of the body but point to a different one. Tell pupils to repeat your words and point to the correct parts of their bodies. T: *My mouth* (point to your hair). Ps: *My mouth* (point to their mouths).

## 3. Vocabulary work

Ask pupils in L1 if they like winter. Ask what they like doing in winter. (Playing snowballs, skating, skiing, playing ice-hockey, sledging and making a snowman.) Show the class the parts of the snowman's body. Elicit their names as you put them on the board to make a snowman: **a body** (two bigger circles), **a head** (a smaller circle), **one arm, two arms** (the smallest circles), **one black eye, two black eyes, a long nose**. T: *Look! A snowman!* Point to the snowman on the board and elicit the body words, old and new.

## 4. Storytelling (PB, ex. 1)

### Pre-listening

T: *Open your Pupil's Books. What season is it (translate)? What are the children doing (translate)?*

### While-listening

T: *Listen and point to the parts of the snowman's body.*

#### Tapescript

1

Girl: *Let's make a snowman!*

2

Boy: *He's got a head.*

3

Girl: *He's got two arms.*

4

Boy: *He's got two black eyes.*

5

Girl: *He's got a long orange nose.*

6

Snowman: *Rabbit! Stop! It's my nose!*

T (in L1): *What happened in the story? Why did the rabbit take the snowman's nose? Ps: Because the rabbit was hungry.*

### Post-listening

Tell the story to pupils yourself and encourage them to look at the pictures and join in with the familiar words.

## 5. Moving activity

### (Making a snowman)

T: *Let's make a snowman!* Explain what the words mean.

Hand out the parts of the snowman's body to pupils. Then, ask them to put up their parts when they hear "their" sentence. T: *He's got a long orange nose*. Etc.

T: *Let's make a snowman. He's got a body*. Pupils with the biggest circle and a smaller one run to the board, put their body parts there to make a snowman and say: *He's got a body*. Then pupils return to their places. Go on with the rest parts of the snowman's body.

Collect the parts of the body off the board, hand them out to other pupils and repeat the activity.

## 6. Workbook activities

### Ex. 1

Explain that pupils should look for the same objects in three groups: snowmen, fir-trees and snowflakes and circle them.

### Ex. 2

T: *Find the letters A, B and C and count them. Ask: How many letters "A"? Count together with the class and encourage them to point to the letters in their WBs: One, two, three ..., six. Point to the tick in the grid.*

Let pupils count the rest of the letters themselves. Monitor the class and help if needed.

Check pupils' answers. T: *How many letters A? Ps: Six.*

➔ **Key:** A – 6 letters, B – 2 letters, C – 1 letter.

## 7. Round-up

 Song "Head and shoulders".

Ask pupils to bring some toy animals with long and short tails.

## LESSON 8. MONSTERS' PLANET

<p><b>Aim</b> To teach pupils how to describe space creatures To develop listening and speaking skills</p>	<p><b>New language</b> It's got three heads. Planet*, concert*, monster*</p>	<p><b>Recycling</b> Body words Animal words Numbers It's got <i>four legs</i>. How many?</p>
<p><b>Pronunciation and letters</b> Letter-sound correspondence: Dd [di:] – dog [d] Ee [i:] – elephant [e] Ff [ef] – frog [f]</p>	<p><b>Classroom language</b> Guess. Listen and point. Listen and join in. Work in pairs. How many? Draw the missing parts. Find the mistakes. What's the first letter? What's the first sound? What's the secret? Match. Trace the letters.</p>	<p><b>You will need</b> Toy Magic Box ABC poster Letter flashcards: Dd, Ee, Ff</p> <p><b>Pupils will need</b> toy animals with long and short tails</p>

### 1. Warm-up

T: *I've got something in the Magic Box. Guess. P: Have you got a crocodile?* Etc. Take a toy out of the Magic Box when pupils guess it.

### 2. Speaking

Pupils describe the toy animals they have brought without showing them to the class. P1: *It's got little eyes. It's got long ears. It's got a short tail. It's white.* When the class guess it (e.g. *a rabbit*), ask P1 to put his/her toy on the teacher's table.

T: *Who's got a short tail and is white? Who's got a long tail and is little?* Pupils name the animals.

### 3. Cartoon (PB, ex. 1)

#### Pre-listening

Invite pupils to look at the pictures in their PBs and guess what is happening in the cartoon. Say that today Steve and Maggie will go to a faraway **planet** and meet creatures living there. Encourage pupils to guess the meaning of the word **planet**.

Ask pupils if they believe in life on other planets. If yes, what do they think, the creatures may look like? Describe the monsters in the PB and ask pupils to listen carefully and say the number of the corresponding picture in the cartoon.

Ps: *It's got four arms. It's got two legs.* Ps: *Picture 2.*

#### While-listening

T: *Listen and point.*

Tapescript

1

Steve: *We're flying. Look, a planet!*

2

Steve: *It's a monsters' planet! Look! It's a monster! It's got one head. It's got four arms. It's got two legs. It's got a short tail.*

Monster: *Hello.*

Steve: *Hello.*

3

Maggie: *Look! It's a monster. It's got three heads. It's got three arms. It's got four legs. It's got a long tail.*

Monster: *Hi.*

Maggie: *Hi!*

4

Steve: *It's a concert.*

Monsters: *Head, shoulders, knees and toes, knees and toes.*

*Head, shoulders, knees and toes, knees and toes.*

*And eyes and ears, and mouth, and nose.*

*Head, shoulders, knees and toes, knees and toes.*

Ask pupils if they understand the word **concert**. Ask if monsters are friendly or not.

T: *Listen again and join in with the song.*

#### Post-listening

T: *Work in pairs.* Pupils describe the monsters in pairs and guess them.

### 4. Moving activity

#### ("Head and shoulders")

Pupils sing the song "Head and shoulders" and do the actions.

### 5. Workbook activities



#### Ex. 1

T: *Look at monster number one. How many arms? How many legs? How many eyes? Three ears or four ears?* Listen. Play the cassette for picture 1 only.

### Tapescript (picture 1)

1. It's a monster. It's got four legs. It's got six arms. It's got four eyes. It's got four ears.

T: *How many ears has the monster got?* Ps: *Four ears.*

T: *Draw the fourth ear.*

T: *Listen to the cassette and find the mistakes in picture 2.*

### Tapescript (picture 2)

2. It's a monster. It's got two legs. It's got three arms. It's got three eyes. It's got two ears.

Allow pupils enough time to draw the missing parts. Check the answers.

T: *How many arms?* Ps: *Three arms.*

T: *How many eyes?* Ps: *Three eyes.*

T: *Listen to the cassette and find the mistakes in picture 3.*

### Tapescript (picture 3)

3. It's a monster. It's got four legs. It's got four arms. It's got three ears. It's got two eyes.

T: *How many legs?* Ps: *Four legs.*

T: *How many eyes?* Ps: *Two eyes.*

## 6. Letters

T: *Look at the ABC poster.* Say the alphabet from beginning to end and encourage pupils to join in.

### Alphabet song

T: *Listen and join in.*

Encourage pupils to point to the letters in their PBs (the inside of the PB cover) as they sing the song.

### Letter-sound correspondence

Show "Dd" flashcard (letter-side) to the class and elicit its name. Ps: *Dd* [di:]. Put the flashcard on the board.

Repeat the procedure with letters **Ee** [i:] and **Ff** [ef]. Say that today pupils will learn three more secrets about English letters.

Take "Dd" flashcard and show it word-side to the class. Point to the picture and ask: *What's this?* Ps: *A dog.*

Point to the underlined letter at the beginning of the word "dog" and ask: **What's the first letter?** Ps: *Dd* [di:]. T: *Yes, the letter Dd* [di:].

Put your hand to your ear and say: *Listen: "dog". What's the first sound?* Ps: [d]. T: *Yes, the sound* [d].

T: **What's the secret?** Help pupils if needed. Ps: *dog – the letter Dd* [di:] – *the sound* [d].

Repeat the procedure to introduce: elephant – the letter **Ee** [i:] – the sound [e], frog – the letter **Ff** [ef] – the sound [f].

### PB, ex.2

For the procedure see Unit 5, lesson 4, activity 6.

## 7. Workbook activities

### Ex. 2

Pupils draw lines to match the capital letters and small letters with the appropriate pictures.

### Ex. 3

T: *Can you see any letters? What letters can you see?* Ps: *d, e, f.*

T: *Trace the letters.* Tell pupils they should try to do the tracing neatly. Go round the classroom and help if necessary. Ask individual pupils: *What letter is this?*

## 8. Round-up

 Alphabet song.

## LESSON 9. FRIENDLY MONSTERS

<p><b>Aim</b> To teach pupils how to describe space creatures To develop listening and speaking skills</p>	<p><b>New language</b></p>	<p><b>Recycling</b> Body words Colours Numbers How many? It's got <i>four legs</i> Alphabet</p>
<p><b>Pronunciation and letters</b></p>	<p><b>Classroom language</b> Wash your hair. How many? Listen and guess. Work in pairs. Throw a dice. Draw. Match. Cross out.</p>	<p><b>You will need</b> Letter flashcards: Aa – Ff Dice for every group Paper for each pupil</p>

## 1. Warm-up

T: *Wash your hair. Wash your toes. Wash your nose.* Etc.

## 2. Speaking



### PB, ex. 1

PBs closed. Say in L1: *Imagine that there are creatures living in space. What colour could they be? (Any.)* T: *How many heads could they have? (Any.)* T: *How many legs could they have?* Ps: *(Any.)* Etc.

T: *Open your Pupil's Books. Look at monster number 1. What colour is it?* Ps: *It's green.* T: *How many legs has it got?* Ps: *It's got five legs.* Etc.

T: *Steve made friends with one of the monsters. Listen and guess the monster.*

### Tapescript

It's a monster. It's got blue eyes. It's got black hair. It's got five ears. It's got three arms. It's got three legs.

➔ **Key:** Monster number 2.

T: *Work in pairs.* P1 describes a monster, P2 guesses it. Then pupils swap roles.

### PB, ex. 2

Tell pupils that everyone is going to draw a picture of a monster from a faraway planet. Say that all the monsters are going to be different because pupils should draw as many body parts as the dice will tell them.

Demonstrate the activity for the class. Draw a head and a body on the board, without any other parts. Then throw a dice, say how many dots there are, e.g. *Five*, hold the PB and point to the corresponding picture, *an ear*. Say: *It's got one ear* and draw it on the monster's head on the board. Then throw the dice again, find the corresponding picture and draw it.

Provide each pupil with a sheet of paper. Tell them to draw a head and a body before they start the game.

Put pupils in groups of three-four. Tell them to throw the dice in turns. Set the time limit for the activity, e.g. ten minutes. Go round the classroom and help pupils if necessary.

Finally, tell pupils to describe their monsters to their partners in the group.

## 3. Moving activity

(“Head and shoulders”)

Invite pupils to stand up, sing the song “Head and shoulders” and do the actions.

## 4. Workbook activities

### Ex. 1

T: *Look at the planets. How many?* Ps: *Three.* T: *What are the planets called?* Ps: *Planet One, Planet Two, Planet Three.* T: *Look at the monsters. How many?* Ps: *Three.* T: *How many eyes / mouths / ears / arms / fingers, etc?* Ask pupils (in L1) if they can guess on which planet each monster lives. Ps: *The monster with one eye, one ear, one mouth, one arm, one finger, one leg and one toe lives on Planet One.*

T: *Match the monsters with their planets.*

### Ex. 2

Take “Aa–Ff” flashcards and revise the letters, sounds and words:

*apple – the sound [æ] – the letter Aa [eɪ]; bus – the sound [b] – the letter Bb [bi:]; cat – the sound [k] – the letter Cc [si:]; dog – the letter Dd [di:] – the sound [d]; elephant – the letter Ee [i:] – the sound [e]; frog – the letter Ff [ef] – the sound [f].*

Put the letter flashcards on the board letter-side up for pupils to see. Explain to the class in L1 that they should look for the odd one out (= different letters) on the ghosts and cross them out.

Go round the classroom and help if necessary.

## 5. Round-up



Alphabet song.

## LESSON 10. SPACE TOYS

<b>Aim</b> To teach pupils how to describe space creatures  To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Body words Action words Colours Numbers It's got <i>four arms</i> . It can jump.
<b>Pronunciation and letters</b>	<b>Classroom language</b> Listen and guess. Work in pairs. Tick or cross. Write the numbers. What letters can you see? How many?	<b>You will need</b>

## 1. Warm-up

 Songs and chants of this unit.

T: *How many arms / legs / fingers / toes have you got?*  
T: *Can you jump / climb a tree / run / dance / fly / swim?*  
Every time ask a different pupil.

## 2. Speaking (PB, ex. 1)

Say that today pupils will meet more space creatures from other planets. Ask pupils to open their PBs, look at the pictures. Introduce the monsters to the class: *Jumpy, FLY-10 and Greeny* and ask pupils to guess what the monsters might like and might be able to do. Let pupils use their imagination and express their ideas either in L1 or in simple English.

T: *Listen to me and guess the monster. It's big and green. It's got beautiful yellow eyes and a big mouth. It's got seven ears and seven legs.* Ps: *Greeny!*

T: *Work in pairs.* Pupils describe the space monsters. Go round the class and help if necessary.

### OPTION

Tell pupils you would like to check their memory. Tell them they are allowed to look at the picture for 1 minute to remember all the details. Then ask them to close their PBs and to say the names of the monsters. T: *It's got two eyes.* Ps: *Jumpy.* T: *It can fly.* Ps: *FLY-10.* Etc.

## 3. Project preparation (PB, ex. 2)

Ask pupils what kind of toys could space creatures have. Accept any ideas.

Tell pupils that at home everyone will make a toy for a space friend and present it in front of the class in the next lesson. Explain that there's an example of a space toy in exercise 2 in their PBs.

Invent a story about the space toy in the PB. First, choose a funny name for it. It could be *Orangella* (because orange is its main colour) or *Six-arms* or *Zippy* (explain what a zip is). Then, describe the toy's appearance. Next, think of the actions the toy could do. Finally, tell the toy's story together: *It's Orangella / Six-arms. / Zippy. It's my space toy. It's got two eyes. It's got a big mouth. It's got short red hair. It's got six arms and five legs. It can run and dance.*

Explain to the class that their projects shouldn't be the same, made of an old glove, buttons and a zip. Any materials may be used for the project. However, pupils are allowed to use the ideas in exercise 2. Remind the class that space creatures are unusual, so toys for them should also be unusual.

### Model story about a space toy

It's a robot. It's my space toy. It's big. It's grey. It's got two eyes, one big ear and a small mouth. It's got one arm and ten fingers. It's got two legs and one foot. It can't walk. It can't run. It can't dance. It can't fly. It can sing.

## 4. Moving activity

(Song "Old McDonald")

 Play the cassette for pupils to join with the words, animal sounds and miming the animals.

## 5. Workbook activities

### Ex. 1

Ask pupils to name the body parts and say the action words in the top line. Hold your WB, point to *Jumpy* and ask questions about it and the pictures in the top line. T: *How many ears has Jumpy got?* Ps: *One.* Point to number "one" in the box and say: *It's got one ear.* T: *Can Jumpy jump?* Ps: *Yes.* Point to the tick in the box and say: *It can jump.*

Tell pupils to draw another monster, write the numbers and tick or cross the boxes about the monster. Go round the classroom, help pupils if necessary and ask them questions. T: *How many legs has it got? Can it fly?* Etc.

### Ex. 2

T: *What letters can you see?* Ps: *e, f, g.* T: *Big or small?* Ps: *Big and small.* T: *How many letters "d", big and small?* Ps: *One, two, three, ... ten.*

➔ **Key:** Dd – 10 letters. Ee – 9 letters. Ff – 5 letters.

## 6. Round-up

 Songs and chants of this unit.

## LESSON 11. CAR RACE

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Body words <i>It's got two arms.</i> <i>She's got a ball.</i> <i>He's got a cat.</i>
<b>Pronunciation and letters</b>	<b>Classroom language</b> Listen and tick. Throw the dice. Match the words with the first letters. Look and say.	<b>You will need</b> Dice, two counters. Two simple cutout paper cars (blue and orange). Camera (optional). <b>Pupils will need</b> coloured pencils

### 1. Warm-up

 Songs and chants of this unit.

### 2. Project presentation (WB, ex. 1)

Before pupils start presenting their projects, ask them to look at the grid in their WBs. Draw their attention to the pictures of body parts at the top of it and encourage the class to name them: *eyes, ears, arms, legs*.

Explain that while one pupil will be presenting his/her space toy, the others are supposed to listen and tick the matching boxes in the grid. Make sure pupils understand that they fill line 1 for the first pupil, line 2 for the second, etc.

By the end of the project presentation stage there will be a unique collection of children's creative works on the teacher's table. Ask pupils in L1 which toy is the funniest / the most unusual / the most beautiful, etc. Praise all pupils for their work. Ask the class if you could borrow their projects to display them for the other classes to see.

When the presentation is over, you may take a photo of the pupils holding their projects.

### 3. Board game (PB, ex. 1)

Say that today pupils will take part in a car race. Divide the class into two teams: "Blue car" and "Orange car". Open two PBs to play the game: one for each team. You will also need a dice and two counters, one for each team. Decide which car will start the game. You may do it by throwing the dice: the team with the most number of dots will start. The teams will get one point for every activity performed correctly.

#### RULES:

The teams throw the dice in turn and move their counters. When they land on a number, they have to do the task:

**1, 4, 6, 8, 11, 14** – Say the word, the sound and the letter: *apple – the letter Aa [eɪ] – the sound [æ]*.

**2** – Recite together the chant "I've got one face".

**3** – One player has to describe his/her appearance: *I've got green eyes*.

**5, 12, 13, 16, 17, 20, 22** – Describe the monster / boy / girl / clown: *It's got ... / He's got ... / She's got ...*

**7, 19** – Make a riddle about an animal for the other team.

**9, 21** – Miss a turn as the car is broken.

**10, 18** – Sing any song from this unit.

**15** – Go to number **18** as a helicopter gives you a lift.

Make sure both teams get to the finish. The team that finishes the board game first, will be allowed to choose any game to play when the other team finishes the game.

### 4. Moving activity

Play the game that the winners of the board game choose.

### 5. Workbook activity

#### Ex. 2

Point to the letter-picture boxes in the WB and revise the letters, sounds and words: *bus – the sound [b] – the letter Bb [bi:]*, etc.

Encourage pupils to name the pictures at the bottom of the page. Point to the boy and ask: *Who's this?* Ps: *Boy*. T: *What's the first sound?* Ps: [b]. T: *Yes. Listen. Boy – dog?* Ps: *No*. T: *Boy – girl?* Ps: *No*. T: *Boy – bus?* Ps: *Yes*. T: *What's the first sound?* Ps: [b]. T: *What's the first letter?* Ps: *Bb [bi:]*.

T: *Match the words with the first letters*. Go round the classroom and help if needed.

Check pupils' answers. T: *Fish. What's the first sound? What's the first letter?* Etc.

➤ **Key:** b – boy, ball, bear; d – doll, duck; f – fish.

### 6. Do you remember? (WB, ex. 1)

Tell pupils that they will take their WBs home today and show their parents how many new English words they have learnt in Unit 5. Remind the class of colouring the first stars under each picture if they can say the word in the picture. The second stars are for pupils' parents to colour when they decide to return to this page later.

Ask pupils how many words they can say. Go through the pictures together and ask the class to name the pictures in chorus. Ps: *One ear, two ears, one eye, two eyes, a nose, etc.*

➤ **Key:** one ear, two ears, one eye, two eyes, a nose, a mouth, hair, a head, a face, fingers, a hand, an arm, toes, a foot, feet, a leg, knees, shoulders, a long tail, a short tail.

Ask pupils to make the sentences with the words. Ps: *He's got one face. He's got ten toes. It's got a long tail*. Etc.

### 7. Round-up

Encourage pupils to say what they have got: *I've got one head. I haven't got a tail*. Etc.

 Songs and chants of this unit.

# UNIT 6.

# YUMMY!

**By the end of the unit pupils will be able to:**

- identify foods;
- treat somebody;
- ask and speak about likes and dislikes;
- buy food and order food at a cafe;
- accept or refuse somebody's offer of some food;
- identify letters Aa–Rr.

## Vocabulary

**Food:** meat, sausages, a potato (potatoes), cheese, bread, chocolate, jam, ice-cream, a lemon (lemons), an orange (oranges), a banana (bananas), an apple (apples), a carrot (carrots); cakes, sweets, a pizza, soup, fish, chicken

**Drinks:** water, juice, tea, coffee, milk

Yummy, yuck; sweet; eat, drink

## Structures

I like *jam*.

I don't like *soup*.

Do you like *bananas*?

Have some *meat*, please.

Have you got any *apples*?

## Project: "Guess my animal"

I can jump and run. I can't swim. I can't climb a tree. I like carrots and water. I don't like fish. I don't like ice-cream. I'm little. I'm grey. I've got long ears and a short tail.

## LESSON 1. I LIKE CHOCOLATE

<p><b>Aim</b> To present and practise vocabulary To teach pupils how to treat somebody to some food To teach pupils how to speak about their likes</p>	<p><b>New language</b> Chocolate, ice-cream, jam, sweets Yummy! Sweet (adj.) I like <i>ice-cream</i>. Have some chocolate, please. — Thank you. It's yummy!</p>	<p><b>Recycling</b> What's your name? — My name's <i>Sasha</i>. How are you? — I'm <i>fine</i>. How old are you? — I'm <i>six</i>. Feeling words</p>
<p><b>Pronunciation and letters</b> [t] — 'на заборчике' [l] — 'на заборчике' Letter-sound correspondence Gg [dʒi:] — girl [g] Hh [eɪtʃ] — horse [h] Ii [aɪ] — ice-cream [aɪ]</p>	<p><b>Classroom language</b> Listen and point to the picture. Listen and join in. Trace the pictures. Look at the ABC poster and say the alphabet. Sing the song. What's the first letter? What's the first sound? What's the secret? Match. Trace the letters.</p>	<p><b>You will need</b> Food flashcards Flashcard: Mrs Bell Letter flashcards: Gg, Hh, Ii Magic Box ABC poster Alphabet songs (Unit 5, lesson 1)</p>

## 1. Warm-up

### Finger chat

Thumb 1: *Hello!*

Thumb 2: *Hello!*

Index finger 1: *What's your name?*

Index finger 2: *My name's Sasha. What's your name?*

Index finger 1: *My name's Olya.*

Middle finger 1: *How are you?*

Middle finger 2: *I'm fine. How are you?*

Middle finger 1: *I'm OK.*

Ring finger 1: *How old are you?*

Ring finger 2: *I'm six. How old are you?*

Ring finger 1: *I'm seven.*

Little finger 1: *Goodbye!*

Little finger 2: *Bye-bye!*

## 2. Unit presentation (PB)

Ask pupils to look at the introductory page and tell them that the new unit is going to be about food. Say that pupils will also learn how to order a meal at a cafe or do the shopping.

## 3. Vocabulary and structure presentation and practice

### Presentation 1

Say that Maggie has been shopping and there is something in the Magic Box now. Rub your tummy, lick your lips and say: **Yummy!** Make sure pupils understand the meaning of the word.

Take the food flashcards out of the Magic Box one by one, put them on the board and introduce the new words to pupils recapping them. T: **Chocolate. Yummy! / Ice-cream. Yummy! Jam. Yummy! Sweets. Yummy!**

T: *Chocolate.* Ps: *Chocolate.*

T: *Ice-cream.* Ps: *Ice-cream.*

T points to *chocolate.* Ps: *Chocolate.* T points to *ice-cream.* Ps: *Ice-cream.*

T: *Jam.* Ps: *Jam.*

T points to *chocolate.* Ps: *Chocolate.* T points to *ice-cream.* Ps: *Ice-cream.* T points to *jam.* Ps: *Jam.* Etc.

### Checking understanding

Explain to pupils you will be showing flashcards to them without looking at them yourself. You will ask them what it is. If you make a right guess, pupils will stand up. T: *Is it chocolate?* Etc.

### Presentation 2

Draw a smiling face (☺) on the board. Point to the flashcard with ice-cream and say: **I like ice-cream. Yummy. Sweet** (translate). Make sure pupils understand the structure. Point to the other flashcards, make sentences about them. Encourage pupils to repeat the sentences if they are true.

## TEACHER'S TIP

Every time you will speak about likes, you may use the symbol of a smiling face as a prompt for eliciting "I like ..." structure.

### Pronunciation

T (in L1): *Mrs Bell has come with her friends who like sitting on the fence:* [t] [t] [t]. *Listen and repeat:* [t] – *ten, two, white, chocolate, sweet. Chocolate is sweet. Ice-cream is sweet. Jam is sweet.* [1][1][1]. *Listen and repeat:* [1] – *yellow, family, lion, like. I like sweets. I like chocolate.*

### Practice

Ask pupils to repeat the sentences if they are true about them. T: *I like chocolate / ice-cream / jam / sweets.* Etc.



### PB, ex. 1

T: *Look at picture 1. What does she like?* Ps: *Jam.* Etc.

T: *Listen and point to the correct picture.*

### Tapescript

1. Hi! I'm Misha. I like chocolate. Yummy!
2. Hello! I'm Sasha. I like jam. Yummy, yummy!
3. Hello! I'm Alesya. I like ice-cream.

Play the cassette again. Stop it after each speaker and let pupils to repeat the sentences after them.



## 4. Chant "Have some chocolate" (PB, ex. 2)

Explain that Maggie is treating Mrs Bell. T: *What has Maggie got?* Ps: *She's got chocolate, ice-cream and jam.* T: *Is Mrs Bell happy or sad?* Ps: *She's happy.* T: *Listen and point to the pictures.*

### Tapescript (in PB)

Pupils say the chant with you. First they speak for Mrs Bell, then for Maggie. T: *Have some chocolate, please.* Ps: *Thank you. It's yummy.* Then swap roles. Then pupils do the chant in two groups. Then they work in pairs.

## 5. Moving activity (Two lines)

T (show the flashcard with jam).  
P1 (imitate treating the partners): *Have some jam, please.*  
P5: *Thank you. It's yummy!*  
T (show the flashcard with ice-cream).  
P1 (imitate treating the partners): *Have some ice-cream, please.*  
P5: *Thank you. It's yummy!*  
T (show the flashcard with chocolate).  
P1 (imitate treating the partners): *Have some chocolate, please.*  
P5: *Thank you. It's yummy!*  
Pupils change their places (see Unit 1, lesson 2, activity 4).

## 6. Workbook activities

### Ex. 1

T: *Trace the pictures.* Go round the classroom and ask individual pupils: *What's this? Is it sweet? Do you like it?*

## 7. Letters

T: *Look at the ABC poster and say the alphabet.* Encourage pupils to join in.

### Alphabet song

T: *Sing the song.*

Encourage pupils to point to the letters in their PBs as they sing the song.

### Letter-sound correspondence

Show “Gg” flashcard (letter-side) to the class and elicit its name. Ps: *Gg* [dʒi:]. Put the flashcard on the board. Repeat the procedure with letters **Hh** [eɪtʃ] and **Ii** [aɪ]. Say that today the pupils will learn three more secrets about the English letters.

Take “Gg” flashcard and show it word-side to the class. Point to the picture and ask: *Who's this?* Ps: *A girl.*

Point to the underlined letter at the beginning of the word “girl” and ask: *What's the first letter?* Ps: *Gg* [dʒi:].

T: *Yes, the letter Gg* [dʒi:].

Put your hand to your ear and say: *Listen: “girl”. What's the first sound?* Ps: [g]. T: *Yes, the sound* [g].

T: *What's the secret?* Help the pupils if needed. Ps: *girl – the letter Gg* [dʒi:] – *the sound* [g].

Repeat the procedure to introduce: horse – the letter **Hh** [eɪtʃ] – the sound [h], ice-cream – the letter **Ii** [aɪ] – the sound [aɪ].

### PB, ex. 3

For the procedure see Unit 5, lesson 4, activity 6.

## 8. Workbook activities

### Ex. 2

Pupils draw lines to match the capital letters and small letters with the appropriate pictures.

### Ex. 3

T: *What letters can you see?* Ps: *g, h, i.*

T: *Trace the letters.* Tell pupils they should try to do the tracing neatly. Go round the classroom and help if necessary. Ask individual pupils: *What letter is this?*

## 9. Round-up

Pupils say one thing they like. Ps: *I like sweets. Yummy!*

## LESSON 2. I DON'T LIKE COFFEE

<p><b>Aim</b> To present and practise vocabulary To teach pupils how to speak about their dislikes</p>	<p><b>New language</b> Coffee, tea, juice, milk, water Soup, a pizza; cakes Yuck! I don't like coffee. Tummy* I don't like you!*</p>	<p><b>Recycling</b> Food words Colours I like jam! It's yummy! Sweet (adj.)</p>
<p><b>Pronunciation and letters</b> [k] – ‘кашляет’ Letter-sound correspondence Jj [dʒeɪ] – jam [dʒ] Kk [keɪ] – kangaroo [k] Ll [el] – lemon [l]</p>	<p><b>Classroom language</b> Work in pairs. Dance. Cross the odd one out. Colour the letters. Trace the letters.</p>	<p><b>You will need</b> Food flashcards Magic Box, Lively music ABC poster Alphabet song (Unit 5, lesson 1) Letter flashcards: Jj, Kk, Ll <b>Pupils will need</b> coloured pencils</p>

## 1. Warm-up

 Chant “Have some chocolate”.

## 2. Vocabulary and structure presentation and practice

### Presentation

Take the food flashcards out of the Magic Box one by one, put them on the board and introduce the new words to pupils recapping them. T: I like **coffee / tea / juice / milk / water / soup / pizza / cakes.**

T: *Coffee.* Ps: *Coffee.*

T: *Tea.* Ps: *Tea.*

T points to *coffee*. Ps: *Coffee.* T points to *tea*. Ps: *Tea.*

T: *Juice.* Ps: *Juice.*

T points to *coffee*. Ps: *Coffee.* T points to *tea*. Ps: *Tea.*

T points to *juice*. Ps: *Juice.* Etc.

### Checking understanding

Explain that you will show the flashcards without looking at them and ask: *Is it sweet?* Then you will say what you think there is in the pictures, but pupils should clap their hands only when the word and the picture match.

### Pronunciation

T (in L1): *Mrs Bell's friend is sad. He's ill. He's coughing:* [k][k][k]. *Listen and repeat:* [k] – *cakes, coffee, chocolate, ice-cream, milk, yuck.*

### Practice

T: *Let's play.* Put the food flashcards on the board. Then say: *Close your eyes.* Next, take any flashcard from the board and hide it behind your back. Say: *Open your eyes. What's missing?* Pretend to look puzzled. Elicit from pupils the missing food flashcard, show it to the class when you get the correct answer: *Yes, it's soup.*

### Presentation 2

Point to the food flashcards and ask pupils: *Do you like juice?* Encourage pupils to answer in complete sentences: *Yummy! I like juice.* Draw a smiling face on the board. Go on asking *Do you like...?* questions. When someone says *No*, draw a sad face (☹) and say: **Yuck! I don't like...** Repeat the sentence. Ask more *Do you like...?* questions.

### Practice

Show the food flashcards to pupils and ask them to repeat the names of the food they like loudly, and of those they don't like – softly.

### PB, ex. 1

Say that pupils are at the cafe and briefly discuss the menu with the whole group. Ps: *I like juice. I don't like coffee.*  
T: *Work in pairs.* P1 points to the food in the picture, P2 says if he/she likes it or not.

## 3. Rhyme "Yummy, yummy, yummy" (PB, ex. 2)

T: *Look at the picture. What animals can you see? Ps: A monkey and a lion.* Tell pupils the monkey has been to the cafe.

T: *Listen and say. What does the monkey like and what doesn't it like?*

Tapescript (in PB)

T: *What does the monkey like? Ps: Sweets and cakes.*

T: *What doesn't the monkey like? Ps: Lions.*

Say the words of the rhyme, invite pupils to repeat them after you. You may either say individual words for repetition or use the backchaining technique.

T: ... *you.* Ps: ... *you.*

T: ... *don't like you.* Ps: ... *don't like you.*

T: *Lion, I don't like you.* Ps: *Lion, I don't like you.* Etc.

T: *Listen and join in with the words and the actions (rubbing the tummy).*

## 4. Moving activity (Dance around the chairs)

Put some chairs in the centre of the classroom. Put the food flashcards from lessons 1 and 2 face down on the chairs. Play some lively music and say: *Dance.* Give pupils a minute to relax and dance around the chairs. Stop the

cassette and say: *Stop. Take a flashcard and say a true sentence about the food in the picture. e.g. I like pizza. I don't like tea.*

## 5. Workbook activities

### Ex. 1

T: *Look at picture 1. What can you see? Ps: Jam, ice-cream, chocolate, pizza.* Ask pupils if they know why "pizza" is crossed out. Ps (in L1): *Jam is sweet. Ice-cream is sweet. Chocolate is sweet. Pizza isn't sweet.*

T: *Cross the odd one out.* Check pupils' answers.

## 6. Letters

T: *Look at the ABC poster and say the alphabet.*

### Alphabet song

T: *Sing the song.*

### Letter-sound correspondence

Show "Jj" flashcard (letter-side) to the class and elicit its name. Ps: *Jj* [dʒeɪ]. Put the flashcard on the board. Repeat the procedure with letters **Kk** [keɪ] and **Ll** [eɪ]. Say that today pupils will learn three more secrets about the English letters.

Take "Jj" flashcard and show it word-side to the class. Point to the picture and ask: *What's this?* Ps: *Jam.*

Point to the underlined letter at the beginning of the word "jam" and ask: *What's the first letter?* Ps: *Jj* [dʒeɪ].  
T: *Yes, the letter Jj* [dʒeɪ].

Put your hand to your ear and say: *Listen: "jam". What's the first sound?* Ps: [dʒ]. T: *Yes, the sound* [dʒ].

T: *What's the secret?* Help pupils if needed. Ps: *jam – the letter Jj* [dʒeɪ] – *the sound* [dʒ].

Repeat the procedure to introduce: kangaroo – the letter **Kk** [keɪ] – the sound [k], lemon – the letter **Ll** [eɪ] – the sound [l].

### PB, ex. 3

## 7. Workbook activities

### Ex. 2

Pupils draw lines to match the capital letters and small letters with the appropriate pictures.

### Ex. 3

T: *What letters can you see? Ps: j, k, l.*

T: *Colour the letters.* Go round the classroom and ask: *What letter is this? What colour is this?*

T: *Trace the letters.* Go round the classroom and help if necessary. Ask individual pupils: *What letter is this?*

## 8. Round-up

Pupils say one thing they don't like. Ps: *I don't like milk. Yuck!*

Alphabet song Rhyme "Yummy, yummy, yummy".

## LESSON 3. ONE BANANA, TWO BANANAS

<p><b>Aim</b> To present and practise vocabulary To teach pupils how to count fruit and vegetables To develop speaking skills</p>	<p><b>New language</b> A banana, an orange, a lemon, an apple; a carrot, a potato</p>	<p><b>Recycling</b> Food words Numbers I like juice. I don't like sweets. Sweet (adj.) I've got ten bananas. Plurals: an apple – apples, one banana – two bananas</p>
<p><b>Pronunciation and letters</b> [s] [z] [ɪz]</p>	<p><b>Classroom language</b> Guess. What animals can you see? How many bananas? Listen and guess. Work in pairs. Match the words with the first letters. Circle the letters.</p>	<p><b>You will need</b> Food flashcards Magic Box Toy (e.g. <i>a rabbit</i>)</p>

### 1. Warm-up

T: *Guess.*

T: *It's white. It isn't sweet. Little boys and girls like it.*

Ps: *Milk.*

T: *It's brown. It's sweet. Boys and girls like it.* Ps: *Chocolate.*

T: *It's white or pink. It's sweet. Boys and girls like it.* Ps: *Ice-cream.*

T: *Oh, no! The rabbit is hungry. Let's treat him.*

P1: *Have some sweets, please.*

T (speak for the rabbit): *Yuck. I don't like sweets.*

P2: *Have some carrots, please.*

T (speak for the rabbit): *Yummy! I like carrots.* Etc.

### 2. Vocabulary presentation and practice

#### Presentation

Take the food flashcards (singular words) out of the Magic Box, introduce the new words and encourage the pupils to repeat them: **a banana, an orange, a lemon, an apple; a carrot, a potato**. Put the flashcards on the board. Show the food flashcards in pairs (singular – plural). Say the words in singular, elicit the plural form. T: **An apple**. Ps: **Apples**. Etc. Remind pupils of the ending –s and Lipuchka “a” that doesn't like groups of objects.

#### Checking understanding

Put ten food flashcards on the board and write numbers 1–10 under them. Say a word, encourage pupils to say the corresponding number.

#### Pronunciation

T (in L1): *Mrs Bell can do some magic. She can turn one thing into many.* [s] [s] [s] – *one carrot – two carrots, one sweet – two sweets, one cake – two cakes.*

T: *Listen and repeat:* [z] [z] [z] – *one lemon – two lemons, one apple – two apples, one banana – two bananas.*

T: *Listen and repeat:* [ɪz] [ɪz] [ɪz] – *one orange – two oranges.*

#### Practice

T: *Look! A rabbit has come to visit us today. Say hello to the rabbit.*

### 3. Chant “One banana, two bananas” (PB, ex. 1)

T: *Look at the picture. How many bananas / oranges / lemons / apples? Pupils count the fruit: One banana, two bananas, three bananas, four bananas.* Etc.

T: *Listen and point.*

Tapescript (in PB)

### 4. Moving activity (Chanting together)

First, recite the chant together pointing to the flashcards on the board.

Then, show pupils other flashcards randomly and encourage them to invent new verses for the chant, e.g. *One carrot, two carrots, three carrots, four.* Etc.

### 5. Speaking “In a shop” (PB, ex. 2)

T: *What animals can you see?* Ps: *A fox and a hippo.*

T: *Yes, a fox and a hippo are in a shop.*

T: *Listen and guess. I've got ten bananas.* Ps: *A fox.* Etc.

T: *Work in pairs.* P1 says a sentence, P2 guesses the animal.

## 6. Workbook activities

### Ex. 1

Point to the numbers on the left and ask: *How many?* Elicit the answer: *Three*. Count the bananas together: *One banana, two bananas, three bananas*. Point to the model in the WB and make sure pupils understand that they are expected to circle the corresponding number of the objects.

### Ex. 2

Explain to the class in L1 that they should look at the small letter in the left-hand column at the beginning of each line and then look for the corresponding capital letters in the right-hand column. T: *Circle the letters*. Go round the classroom and help if necessary. If pupils need some help, allow them to use the inside of the PB cover as a reference.

### Ex. 3

Point to the letter-picture boxes in the WB and revise the letters, sounds and words: *girl – the letter Gg [dʒi:] – the sound [g]*.

Encourage pupils to name the pictures. Point to the granny and ask: *Who's this?* Ps: *Granny*. T: *What's the first sound?* Ps: [g]. T: *Yes. Listen. Girl – hen?* Ps: *No*. T: *girl – juice?* Ps: *No*. T: *Girl – granny?* Ps: *Yes*. T: *What's the first sound?* Ps: [g]. T: *What's the first letter?* Ps: *Gg [dʒi:]*.

T: *Match the words with the first letters*. Go round the classroom and help if needed.

Check pupils' answers. T: *Hen. What's the first sound? What's the first letter?* Etc.

➔ **Key:** g – granny, grandad; h – hen, hippo, hamster; j – juice.

## 7. Round-up

 Chant "One banana, two bananas".

## LESSON 4. MENU

<p><b>Aim</b> To present and practise vocabulary To teach pupils how to ask about likes and dislikes To develop listening skills</p>	<p><b>New language</b> Meat, fish, sausages, cheese, bread, chicken Do you like fish? Cafe*, a menu* Come in, please.* Have you got any carrots?* – No, I'm sorry.* You're welcome.*</p>	<p><b>Recycling</b> Food words Here you are. – Thank you. I like bread. I don't like sausages.</p>
<p><b>Pronunciation and letters</b> Rising intonation of questions: <i>Do you like ↗ fish?</i></p>	<p><b>Classroom language</b> Work in pairs. Role play. Listen and colour.</p>	<p><b>You will need</b> Food flashcards Magic Box Toys or flashcards (e.g. <i>a rabbit, a monkey, a cat</i>) Large envelope Lively music <b>Pupils will need</b> coloured pencils</p>

### 1. Warm-up

 Chant "One banana, two bananas".

Put the food flashcards on the board.

T: *One, two, three,*

*What can I see?*

*Something at the cafe*

*Beginning with [b].*

Ps: *Banana.*

Make similar riddles for other foods.

### 2. Vocabulary and structure presentation and practice

#### Presentation

Say that today pupils are going to a cafe. Ask if they have ever been to a cafe, ask if they know how people usually

choose the food to elicit "menu". Write *Menu* on the board. Take the flashcards of the new words out of the Magic Box, introduce them to the class and encourage pupils to repeat the words: **meat, fish, sausages, cheese, bread, chicken**. Put the flashcards on the board to imitate a menu.

Then say pupils should learn to be waiters who ask questions. Point to the flashcards and ask pupils: **Do you like meat?** Encourage pupils to repeat the question.

#### Checking understanding

Ask pupils *Do you like...?* questions and elicit true answers from them. T: *Do you like bread?* P1: *Yummy! I like bread.* T: *Do you like sausages?* P2: *Yuck! I don't like sausages.* Etc.

#### Pronunciation

Practise the intonation of the question. Ask pupils to help themselves by putting up their arms (or standing on their tiptoes) when the voice goes up. T: *Do you like ↗ fish?*

T: Listen and repeat: Do you like ↗ fish? Do you like ↗ sausages? Do you like ↗ chicken? Do you like ↗ cheese? Etc.

### Practice

Tell pupils somebody is hiding in the Magic Box (a rabbit). Encourage the pupils to ask what the animal likes to guess what it is. Ps: Do you like oranges? Answer for the animal: No, yuck. Ps: Do you like chicken? T: No, yuck! Ps: Do you like carrots? T: Yes, yummy! Ps: It's a rabbit. Repeat the procedure with a monkey and a cat.

## 3. Listening and speaking "In the cafe" (PB, ex. 1)

### Pre-listening

T: The giraffe has got a cafe. What has he got in the cafe?  
Ps: He's got some meat. Etc. T: Who's in the cafe? Ps: A Rabbit.

### While-listening

T: What does the rabbit like?

### Tapescript

Rabbit: Hello!  
Giraffe: Hello! Come in, please.  
Rabbit: Have you got any carrots?  
Giraffe: No. I'm sorry.  
Rabbit: Have you got any apples?  
Giraffe: Oh, yes! Here you are.  
Rabbit: Thank you.  
Giraffe: You're welcome.

Elicit the answer to the pre-listening question. Ps: The rabbit likes carrots and apples.

### Post-listening

Make sure pupils understand *Come in, please. / Have you got any carrots? — No, I'm sorry. / You're welcome.* Explain the meaning and encourage pupils to repeat individual words and sentences.

T: Listen and repeat. Play the cassette, stop it for pupils to repeat the sentences.

T: Listen and join in. Play the cassette and encourage pupils to speak with the cassette

Divide the class into two large groups: "Giraffes" and "Rabbits" and practise the dialogue in chorus without the cassette.

T: Work in pairs. Pupils practise the dialogue. Go round the classroom and listen to pupils.

## 4. Moving activity (Pass the envelope)

Ask pupils to stand in a circle. Show them a large envelope with some food flashcards in it. Tell pupils they will pass the envelope around the circle while the music plays. When it stops, the pupil with the envelope should take out any of the pictures and make a true sentence about the food in the picture: *Yummy! I like fish! / Yuck! I don't like carrots.*

## 5. Workbook activities



### Ex. 1

Before you play the cassette, point to the children in the WB and read their names. Ask pupils to name the foods in the pictures. Tell the class the children are going to say what foods they like and don't like.

T: Listen and tick or cross. Remind pupils of what "ticks" and "crosses" are.

### Tapescript

1. Hi. My name's Tanya. I like sweets. Water? I don't like water. Ice-cream? Yummy. I like ice-cream... and I like sausages.

2. Hello. I'm Anton. I like carrots and I like cakes. Coffee? Yuck! I don't like coffee and I don't like milk.

3. Hello. My name's Anna. I like pizza very much. Soup? Yuck. I don't like soup. I don't like tea. Jam? Jam's yummy.

T: Listen and check.

Check pupils' answers. T: Who likes carrots? Ps: Anton. / Picture 2. T (draw a smiling face): What does Tanya like? Ps: Sweets, ice-cream and sausages. T (draw a sad face): What doesn't Anna like? Ps: Soup and tea. Etc.

### OPTION

Ask pupils to circle the foods they like and cross those they don't like. Ps: I like pizza. I don't like soup. Etc.

### Ex. 2

Pupils draw pictures to make a menu. Go round the classroom and ask: *What have you got? Have you got any apples?*

### Role play

T: Work in pairs. P1 is a waiter, he/she doesn't show their menu to P2. P2 is a customer, he/she asks for something questions to eat or drink.

Let the groups rehearse the role play. Then watch the performances together.

### Ex. 3

Make sure all pupils have got coloured pencils on their desks. Tell them they will listen to you and colour the capital letters the way you will tell them. T: Listen and colour. Make pauses for pupils to be able to find the correct pencil and colour the capital letter. T: D is brown. E is blue. F is pink. Etc.

Check pupils' answers. T: What colour is D? Ps: Brown. Etc.

Tell pupils they should colour the small letters themselves following the clue: corresponding capital and small letters should be of one colour. Monitor the class.

## 6. Round-up



Chant "One banana, two bananas".

## LESSON 5. GOING TO THE MARKET

<p><b>Aim</b> To present and practise vocabulary To teach pupils how to speak about their likes (food and drinks) To develop listening and speaking skills</p>	<p><b>New language</b> I eat oranges. I drink water. I like to eat <i>apples</i>. I like to drink <i>tea</i>.</p>	<p><b>Recycling</b> Food words</p>
<p><b>Pronunciation and letters</b> [i:] – [ɪ] – ‘на качелях’ Letter-sound correspondence Mm [em] – <u>m</u>ouse [m] Nn [en] – <u>n</u>ut [n] Oo [əʊ] – <u>o</u>range [ɒ]</p>	<p><b>Classroom language</b> Good boy. Good girl. Listen and tick or cross. Listen and check. What’s the first letter? What’s the first sound? What’s the secret? Trace the letters.</p>	<p><b>You will need</b> Food flashcards from lessons 1–4 Magic Box Ball ABC poster Alphabet song (Unit 5, lesson 1) Letter flashcards: Mm, Nn, Oo</p>

### 1. Warm-up

Put the food flashcards on the board.

T: *One, two, three,*

*What can I see?*

*Something at the cafe’*

*Beginning with [k].*

Ps: *Carrots.*

Make similar riddles for other foods.

Encourage pupils to accompany the words with a corresponding movement of their hands: [i:] – *hands up*, [ɪ] – *hands down*.

#### Practice (Ball game)

Throw a ball to a pupil and say any food word. The pupil should catch the ball, throw it back to you and say a sentence with the word. T: *Milk*. P1: *I drink milk*. Etc.

### 2. Vocabulary and structure presentation and practice

#### Presentation

Take the food flashcards out of the Magic Box, elicit the words from the class and put them on the board. Arrange the flashcards into two groups “food” and “drinks” but don’t tell the pupils the clue.

Then draw pupils’ attention to the way the flashcards are arranged on the board and ask in L1: *Why did I put them this way?* Elicit the ideas: *group 1* – “food”, *group 2* – “drinks”.

Introduce the structure “*I eat...*” by pointing to the food flashcards. T: ***I eat oranges.*** Etc. Ask pupils to repeat after you. Then introduce the structure “*I drink...*” by pointing to the drink flashcards. T: ***I drink water.*** Etc. Ask pupils to repeat after you.

#### Checking understanding

Hand out the food and drink flashcards to pupils. Say sentences, e.g. *I eat pizza*. The pupil with the flashcard with pizza comes up to the board and puts the flashcard in the correct column. Etc.

#### Pronunciation

T (in L1): *Mrs Bell’s friends like playing on the swings:* [i:] – [ɪ], [i:] – [ɪ], [i:] – [ɪ]. *Listen and repeat:* [i:] – [ɪ] – *tea* – *milk*; *eat* – *drink*; *cheese* – *fish*; *meat* – *chicken*. *Stop.*

### 3. Song “I like to eat” (PB, ex. 1)

T: *What has Mrs Bell got?* Ps: *She’s got some apples and bananas, tea and orange juice.*

T: *Listen and point to the pictures.*

#### Tapescript (in PB)

T: *What does Mrs Bell like to drink?* Ps: *Tea and orange juice.* T: *What does she like to eat?* Ps: *Apples and bananas.* Say the words of the song and invite pupils to repeat them after you. You may either say individual words for repetition or use the backchaining technique:

T: *Bananas.* Ps: *Bananas.*

T: *Apples and bananas.* Ps: *Apples and bananas.*

T: *Eat apples and bananas.* Ps: *Eat apples and bananas.*

T: *I like to eat apples and bananas.* Ps: *I like to eat apples and bananas.* Etc.

T: *Listen and join in with the words and actions.* Pupils imitate eating and drinking.

### 4. Riddles (PB, ex. 2)

T: *We are in a shop. Look at the food and guess the riddles.*

T: *It’s sweet. I like to eat it. Yummy! It’s brown.* Ps: *Chocolate.*

T: *It isn’t sweet. I eat it. A mouse likes to eat it. It’s yellow.* Ps: *Cheese.*

T: *It’s brown. I drink it with lemon. My mum drinks it with milk.* Ps: *Tea.*

T: *It's sweet. It's yummy! I like to eat it. It's white and brown and pink.* Ps: *Ice-cream*  
T: *It isn't sweet. I like to eat it. Ducks like it.* Ps: *Bread.*  
T: *It's sweet. It's red. I like to eat it.* Ps: *Jam.*  
T: *Work in pairs.* Pupils make up one riddle about food for the class to guess. Go round the classroom and help if needed.  
Pupils say and guess the riddles. Praise everyone.

## 5. Moving activity (Listen and mime)

Say a food or drink word and encourage pupils to mime eating or drinking it.

## 6. Workbook activities



### Ex. 1

T: *Look at the picture. Where are Steve and Maggie?*  
Ps: *At the market.* T: *What do people do at the market?*  
Ps: *They buy food.*  
T: *Look at picture 1. What does Steve want to buy?* Draw pupils' attention to the bubble over his head. Ps: *Bananas.*  
T: *Listen and say. Has Steve bought any bananas?*

#### Tapescript (Part 1)

1

Steve: *Have you got any bananas?*  
Salesman: *No, sorry.*  
Steve: *No problem. Goodbye.*  
Salesman: *Goodbye.*

Stop the cassette and elicit the answer. Ps (in L1): *Steve hasn't bought any bananas.* Point to the cross in the box in picture 1.

T: *Listen to Steve and Maggie and tick or cross in the boxes.*

#### Tapescript (Part 2)

2

Steve: *Have you got any apples?*  
Saleswoman: *Yes. Jummy.*  
Steve: *Three apples, please.*  
Saleswoman: *OK. Here you are.*  
Steve: *Thank you.*  
Saleswoman: *You're welcome.*

3

Maggie: *Have you got any sausages?*  
Salesman: *Yes. Jummy.*  
Maggie: *Four sausages, please.*  
Salesman: *Here you are.*  
Maggie: *Thank you.*  
Salesman: *You're welcome.*

T: *Listen and check.* Play the cassette again (Parts 2 and 3).

Check pupils' answers. T: *Has Steve bought any apples?*  
Ps: *Yes.* T: *How many apples?* Ps: *Three.* Etc.

## 7. Letters

T: *Look at the ABC poster. Say the alphabet.* Encourage pupils to join in.



### Alphabet song

T: *Sing the song.*

Invite a volunteer and ask them to say the alphabet forwards pointing to the letters on the ABC poster. Invite another volunteer to say it backwards pointing to the letters.

### Letter-sound correspondence

Show "Mm" flashcard (letter-side) to the class and elicit its name. Ps: *Mm [em]*. Put the flashcard on the board. Repeat the procedure with letters **Nn** [en] and **Oo** [əʊ]. Say that today the pupils will learn three more secrets about the English letters.

Take "Mm" flashcard and show it word-side to the class. Point to the picture and ask: *What's this?* Ps: *A mouse.* Point to the underlined letter at the beginning of the word "mouse" and ask: *What's the first letter?* Ps: *Mm [em]*. T: *Yes, the letter Mm [em]*.

Put your hand to your ear and say: *Listen: "mouse". What's the first sound?* Ps: [m]. T: *Yes, the sound [m]*.

T: *What's the secret?* Help pupils if needed. Ps: *mouse – the letter Mm [em] – the sound [m]*.

Repeat the procedure to introduce: nut – the letter **Nn** [en] – the sound [en], orange – the letter **Oo** [əʊ] – the sound [ɒ].

### PB, ex. 3

For the procedure see Unit 5, lesson 4, activity 6.

## 8. Workbook activities

### Ex. 2

Ask pupils to draw what they have bought at the market.

### OPTION

Invite pupils to make up riddles about the foods in their pictures. P1: *It's yellow and pink and green. It's sweet. You can eat it. What is it?* Ps: *Ice-cream.*

### Ex. 3

Pupils draw lines to match the capital and small letters with the appropriate pictures.

## 9. Round-up

Pupils say one thing they like to eat and one thing they like to drink.



like meat. It likes bread. In the end Peter drops the bread but the chicken isn't angry.

### Scrambled listening

Explain to the class in L1, that you will play the cassette again, but this time the dialogues have changed their places. Tell pupils to listen to the cassette, find the right pictures and point to them. T: *Listen and point.*

➔ **Key:** 2, 1, 5, 3, 4.

### Post-listening

Make sure pupils understand *Welcome to the cafe. / Come in, please. / Sit down, please. / I'm sorry. — Don't worry. It's OK.*

T: *Listen and repeat.* Play the cassette, stop it for pupils to repeat the sentences.

T: *Listen and join in.* Play the cassette and encourage pupils to speak with the cassette

Divide the class into two large groups: "Peters" and "Chickens". Play the cassette and encourage pupils to repeat with the cassette "their" roles.

Then help the groups to say the dialogue without the cassette. Help pupils to produce a shorter and simpler version.

Peter: *I've got fish and meat, sausages and potatoes, bread and cheese. Sit down, please.*

Chicken: *Thank you.*

Peter: *Have some meat.*

Chicken: *No, thank you. I don't like meat. Have you got any bread?*

Peter: *Yes, sure. Here you are.*

Chicken: *Thank you.*

T: *Work in pairs.* P1 is "Peter", P2 is "Chicken". Allow pupils time to practise the dialogue. Go round the classroom and listen to pupils.

## 4. Moving activity (Ball game)

Throw a ball to individual pupils and offer them some food. Pupils catch the ball, throw it back to you and accept or refuse your offer. T: *Have some sweets.* Ps: *Yes, please.* T: *Have some oranges.* Ps: *No, thank you.* Etc.

## 5. Workbook activities

### Ex. 1

T: *Tick or cross.*

Pupils tick the foods they like and cross those they don't like. Monitor the class, ask individual pupils: *Do you like bread?* P1: *Yummy! I like bread.* Etc.

### Ex. 2

T: *Who can you see in the picture? What can you see? What letters can you see?* Ps: *h, m, n, o.*

T: *Find the letters and colour them.* Monitor the class, ask individual pupils: *What letter is this? What colour is this?*

### Ex. 3

T: *Cross the odd-one-out letters.* Go round the classroom and help if needed.

## 6. Round-up

 Songs and chants of the unit.

## LESSON 7. HELP THE CHICKEN

<p><b>Aim</b> To teach pupils how to order food in a cafe To develop listening and speaking skills</p>	<p><b>New language</b> Sorry, I haven't got any chicken.* Help!*</p>	<p><b>Recycling</b> Have some lemons, please. — No, thank you. I don't like lemons. I like chicken. Have you got any chicken?</p>
<p><b>Pronunciation and letters</b> Letter-sound correspondence Pp [pi:] — pig [p] Qq [kju:] — queen [kw] Rr [ɑ:] — rocket [r]</p>	<p><b>Classroom language</b> Listen and join in. What letters can you see? What's the first letter? What's the first sound? What's the secret? Trace the letters.</p>	<p><b>You will need</b> Food flashcards ABC poster Alphabet song (Unit 5, lesson 1) Letter flashcards: Pp, Qq, Rr</p> <p><b>Pupils will need</b> coloured pencils</p>

### 1. Warm-up

Put the food flashcards on the board.

T: *One, two, three,*  
*What can I see?*

*Something at the cafe*

*Beginning with [tʃ].*

Ps: *Chicken, cheese, chocolate.*

Make similar riddles for other foods.

## 2. Cartoon (PB, ex. 1)

### Pre-listening

T: *Look at picture 1. What can you see?* Ps: *Peter and a fox.* T: *Picture 2. Is Peter the Parrot happy?* Ps: *Yes, he's happy.* T: *Right, he's happy. What has he got?* Ps: *He's got apples, bananas, lemons and oranges.*

### While-listening

T: *Listen and say what happens in the story.*

#### Tapescript

1

Peter: *Welcome to the cafe. Come in. Sit down, please, Fox.*

Fox: *Thank you.*

2

Peter: *Have some lemons, please.*

Fox: *No, thank you. I don't like lemons.*

Peter: *Have some apples, please.*

Fox: *Apples? No, thank you. I don't like apples.*

Peter: *Have some bananas, please.*

Fox: *Bananas? I don't like bananas, thank you.*

Peter: *Have some oranges, please.*

Fox: *Oranges? I don't like oranges.*

3

Fox: *I like chicken. Have you got any chicken?*

Peter: *Chicken? Sorry, I haven't got any chicken.*

4

Fox: *Oh, I can see a chicken. Thank you, Peter. Goodbye!*

Chicken: *Oh, no! Help! Help!*

Elicit the answer to the pre-listening question. Ps (in L1): *A fox doesn't like apples, bananas, lemons or oranges. It likes chicken. Peter the Parrot hasn't got any chicken on the menu. The fox can see a chicken at the table in the cafe. The fox is happy as she thinks she can have that chicken for dinner. The chicken runs away.*

### Post-listening

T: *Listen and point to the pictures.*

T: *Listen and repeat.* Play the cassette, stop it for pupils to repeat the sentences.

T: *Listen and join in.* Play the cassette and encourage pupils to speak with the cassette

Divide the class into two large groups: "Foxes" and "Peters". Play the cassette and ask pupils to speak with the cassette. Then help the class to say the dialogue in chorus in groups without the cassette.

T: *Work in pairs.* P1 is "Fox", P2 is "Peter". Allow pupils the time to practise the dialogue. Go round the class and listen to pupils.

## 3. Moving activity (Chinese whispers)

Put all the food flashcards on the board. Ask pupils to stand in a line. Whisper a sentence to the first pupil in the line: *Have you got any cakes?* The pupil has to whisper the sentence to the next pupil, etc. The last pupil in the line has to pick the appropriate flashcard, give it to the first pupil in the line and say: *Here you are.* Etc.

## 4. Workbook activities

### Ex. 1

Ask pupils if they know what foods foxes like. Ps: *Meat, chicken, sausages.* Encourage the class to pretend to be foxes and colour those foods that they like. Monitor the class, ask individual pupils: *Do you like chicken?* Ps: *Yes, yummy.* Etc.

## 5. Letters

T: Look at the ABC poster and say the alphabet. Encourage pupils to join in.

### Alphabet song

T: *Sing the song.*

Point to the letters on the ABC poster and elicit the names of them. First, do it forwards. Then, do it backwards. Finally, point to the letters at random.

### Letter-sound correspondence

Show "Pp" flashcard (letter-side) to the class and elicit its name. Ps: *Pp* [pi:]. Put the flashcard on the board. Repeat the procedure with letters **Qq** [kju:] and **Rr** [ɑ:] Say that today pupils will learn three more secrets about the English letters.

Take "Pp" flashcard and show it word-side to the class. Point to the picture and ask: *What's this?* Ps: *A pig.*

Point to the underlined letter at the beginning of the word "pig" and ask: *What's the first letter?* Ps: *Pp* [pi:].

T: *Yes, the letter Pp* [pi:].

Put your hand to your ear and say: *Listen: "pig". What's the first sound?* Ps: [p]. T: *Yes, the sound* [p].

T: *What's the secret?* Help pupils if needed. Ps: *pig – the letter Pp* [pi:] – *the sound* [p].

Repeat the procedure to introduce: queen – the letter **Qq** [kju:] – the sounds [kw], rocket – the letter **Rr** [ɑ:] – the sound [r].

### PB, ex. 3

For the procedure see Unit 5, lesson 4, activity 6.

## 6. Workbook activities

### Ex. 2

Pupils draw lines to match the capital letters and small letters with the appropriate pictures.

### Ex. 3

T: *What letters can you see?* Ps: *p, q, r.*

T: *Trace the letters.* Tell pupils they should try to do the tracing neatly. Go round the classroom and help if necessary. Ask individual pupils: *What letter is this?*

## 7. Round-up

 Songs and chants of this unit.

## LESSON 8. GETTING READY FOR A PICNIC

<p><b>Aim</b> To teach pupils how to buy food in a shop To develop listening and speaking skills</p>	<p><b>New language</b> No, sorry. — No problem.*</p>	<p><b>Recycling</b> Food words Eat, drink Have you got any sausages? Here you are. — Thank you.</p>
<p><b>Pronunciation and letters</b> [z] [s] [ɪz]</p>	<p><b>Classroom language</b> Listen and put up your hands. Listen and say. I don't know. Stand in a circle. Listen and match. Let's play <i>Bingo</i>. Join the dots in the alphabetical order.</p>	<p><b>You will need</b> Food flashcards ABC poster Letter flashcards: Aa — Rr</p>

### 1. Warm-up

Tell pupils that today they are going for a picnic and everyone can take their favourite foods.

#### Pronunciation

T (in L1): *On a picnic you need a lot of foods. Some of them are friends of bees: [z] [z] [z]. Other foods are friends of snakes [s] [s] [s] and boxes [ɪz] [ɪz] [ɪz].*

T: *Listen to me and put up your hands when you hear bees [z]: apples, cakes, sausages, bananas, carrots, lemons, oranges, potatoes, sweets.*

#### Practice

T: *Name three things that you like and will take for a picnic.*  
P1: *I like oranges, sausages and carrots. Etc.*

### 2. Role play (PB, ex. 1)

T: *Where are Steve and Maggie?* Ps (in L1): *In a shop.*  
T: *Why did they come to a shop?* Ps: *Because they want to buy some food.* T: *Guess why they want to buy some food.*  
Ps: *They're going for a picnic.*

Elicit questions that Steve and Maggie might ask the shop assistant. Ps: *Have you got any bread?* Etc. Elicit the possible shop assistant's answers and the children's responses. Ps: *Sure, here you are. — Thank you.* Teach **No, sorry. — No problem.**

Elicit the foods in the shop in the picture. As pupils name them, put the appropriate food flashcards on the board. Then say: *It's a shop. You're salesmen. I'm Maggie.*

Build a dialogue and ask pupils to join in.

Maggie: *Hello. Have you got any bread?*

Salesman: *Sure, here you are.*

Maggie: *Thank you. Have you got any sweets?*

Salesman: *No, sorry.*

Maggie: *No problem.*

Practise the dialogue several times with different foods. Divide the class into two large groups: "Shop assistants" and "Customers" and practise the dialogue in chorus.

T: *Work in pairs.* Allow pupils the time to practise the dialogue. Say that "customers" may ask for any food they would like to buy. However, "shop assistants" should react

according to the situation, responding positively or negatively. Go round the classroom and listen to pupils. Watch the groups perform their role plays.

### 3. Listening "On a picnic" (PB, ex. 2)

T: *Where are Steve and Maggie?* Ps: *On a picnic.* T: *What foods did they buy?* Elicit pupils' answers. T: *Who bought juice?* Look puzzled, shrug your shoulders and say: *I don't know.*

#### Pre-listening

T: *Listen and match the children to the foods they bought.*

#### Tapescript

Steve: *It's orange. It's yummy. You can eat it. I've got three of them. (Oranges.)*

Maggie: *It's orange. It's yummy. It's sweet. You can drink it. (Orange juice.)*

Steve: *It's orange. It's sweet. It's yummy. You can eat it. Rabbits like it. I've got four of them. (Carrots.)*

Maggie: *It's white. It's yummy. Cats like it. Boys and girls drink it. (Milk.)*

#### Post-listening

Play the cassette again, stop it after each speaker and elicit pupils' answers. T: *What did Steve buy?* Ps: *Oranges. Etc.*

### 4. Moving activity (Pass around)

T: *Stand in a circle.* Ask one pupil, "it", to stand in the middle of the circle. Give a food flashcard to one of the pupils in the circle. Ask "it" to close his/her eyes. T: *Start!* Pupils start passing the flashcard around the circle behind their backs. T: *Stop! Who's got potatoes?* "It" opens his/her eyes and tries to guess who has got the card: *Have you got any potatoes?* P1: *No, sorry.* "It": *No problem.* "It" has to ask the question until he/she finds the flashcard. Then the pupil, who has the flashcard, becomes "it". Play the game several times with different flashcards.

## 5. Workbook activities

### Ex. 1

T: *Let's play Bingo!*

Tell pupils to look at board 1. Ask them to tick any four boxes. Check if pupils have ticked different pictures and not just copied each other. Then, explain that you will take food flashcards out of the Magic Box and name them but you won't show the pictures to the class. Tell pupils they should listen to you carefully and circle the ticks when they hear the words which they have ticked before. If the word hasn't been ticked, pupils have to miss their turn and do nothing. T: *I eat cheese. / I drink juice.* Etc.

Give pupils the time to find and tick the correct boxes. Those who have not ticked the picture you call, don't do anything. Continue with the other pictures. When a pupil has circled all the ticks, he/she puts up a hand

and says: *Bingo!* Play the game until all the pupils have said: *Bingo!*

Repeat the procedure to play game 2.

### Ex. 2

Revise the names of the English letters by showing the letter flashcards to pupils at random and eliciting their names.

Then say the alphabet together, letter by letter. T: *Aa*. Ps: *Bb*. T: *Cc*. Ps: *Dd*. Etc..

T: *Join the dots in the alphabetical order.*

☞ **Key:** a star.

## 6. Round-up

 Song "I like to eat".

## LESSON 9. BUTTON SOUP

<p><b>Aim</b> To develop listening and speaking skills</p>	<p><b>New language</b> Soldier*, woman*, button*, button soup*, salt* Who's there?* – Can I come in?*</p> <p>I'm hungry.* Sorry, I haven't got any food. I can cook.</p>	<p><b>Recycling</b> I'm tired. Have you got any water? Have some button soup. – Thank you. It's yummy.</p>
<p><b>Pronunciation and letters</b></p>	<p><b>Classroom language</b> Listen and look at the pictures. Listen and colour. What colour is this? Act out. Hold up your flashcard. Listen and colour the capital letters.</p>	<p><b>You will need</b> Food flashcards Button</p> <p><b>Pupils will need</b> coloured pencils</p>

### 1. Warm-up

#### Speak or keep silent

T: *Chocolate*. Ps: *It's sweet*. T: *Meat*. Pupils keep silent. Etc.

### 2. Storytelling (PB, ex. 1)

PBs closed. Ask pupils in L1 if they have ever cooked anything or helped their mums to cook. Ask them if they have any idea what ingredients are needed for soup and how it is cooked.

Introduce the word **hungry**, rubbing your tummy. Show to the class the food flashcards and encourage them to respond appropriately. T (show "meat"): *Meat for soup*. Ps: *It's yummy!* T (show "oranges"): *Oranges for soup*. Ps: *It's yuck!* Etc.

Finally, show a button and say: *A button for soup*. Elicit pupils' response.

#### Pre-listening

T: *Open your Pupil's Books. Look, a soldier and a woman*. Elicit from the class a Russian fairy-tale the pictures remind them of.

#### While-listening

T: *Listen and look at the pictures.*

#### Tapescript

1

Woman: *Who's there?*

Soldier: *I'm a soldier. I'm very tired. Can I come in?*

Woman: *OK. Come in, please.*

Soldier: *Thank you.*

2

Soldier: *I'm very hungry.*

Woman: *Sorry, I haven't got any food.*

3

Soldier: *Look! I've got a button. I can cook button soup. Have you got any water?*

Woman: *Here you are.*

Soldier: *Thank you.*

4

Soldier: *Have you got any potatoes or carrots?*

Woman: *Yes. Here you are.*

Soldier: *Thank you.*

5

Soldier: *Have you got any meat?*

Woman: *Yes. Here you are.*

Soldier: Thank you. And some salt?

Woman: Sure.

6

Soldier: Have some button soup, please.

Woman: Thank you. Mmm. It's yummy!

Soldier: Can I have some soup, please?

Woman: Yes, sure. Here you are.

Soldier: Thank you.

**T:** *What happened in the story? Ps (in L1): A hungry soldier asked a woman to give him some food. She was greedy and said she didn't have anything to eat. Then the soldier decided to play a trick on the woman. He said it was possible to cook some yummy soup from a button. The woman wanted to be treated to a yummy dish. She didn't notice how the soldier fooled her into giving him all the good foods he needed. Everyone was happy in the end.*

### Post-listening

Tell the story to pupils yourself and encourage them to look at the pictures and join in with the familiar words.

#### OPTIONAL

Act out the story.

### 3. Moving activity (I spy)

Give each pupil a food flashcard. Tell pupils they should hold up their flashcards when they hear a riddle about "their" word.

**T:** *I spy with my little eye something beginning with [k].*

Pupils with [k]-words hold up their flashcards and say their words. P1: *Carrots*. P2: *Cakes*. P3: *Coffee*.

Play the game several times involving every pupil.

## 4. Workbook activities

### Ex. 1

Explain that pupils should put the pictures of food from the fairy-tail in the correct order by writing numbers 1–4 in the boxes.

➤ **Key:** 1. Button. 2. Water. 3. Potatoes and carrots. 4. Meat.

### Ex. 2

Tell pupils the soldier is hungry. Explain that if pupils manage to colour the boxes with letters in the alphabetical order, they will help the soldier.

Allow pupils the time to colour the boxes. Then ask where their way has led them.

➤ **Key:** A bowl of soup.

### Ex. 3

Make sure all pupils have got coloured pencils on their desks. **T:** *Listen and colour the capital letters.*

Make pauses for pupils to be able to find the correct pencil and colour the capital letter. **T:** *I is red. J is yellow. K is green.* Etc.

Check pupils' answers. **T:** *What colour is I?* **Ps:** *Red.* Etc. Tell pupils they should colour the small letters themselves using the clue: corresponding capital and small letters should be of one colour. Monitor the class.

### Ex. 4

For the procedure see Unit 1, lesson 11, activity 7.

## 5. Round-up



Songs and chants of this unit.

## LESSON 10. MONKEY'S STORY

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Food words Animal words Colours Action words I'm a monkey. I'm little. I'm brown. I can jump. I can't fly. I like bananas. I don't like meat.
<b>Pronunciation and letters</b>	<b>Classroom language</b> Let's remember the rhyme. Finish the story. Listen and point to the pictures. Work in pairs. Listen and guess the riddles. Match the pictures. Right! Very good! Well done!	<b>You will need</b> Monkey (toy or flashcard) Food flashcards MagicBox

## 1. Warm-up

 Rhyme “Yummy, yummy, yummy”.

## 2. Listening (PB, ex. 1)

PBs closed. T: *I've got an animal in the Magic Box. Guess.*  
Ps: *Have you got a bear? Etc.*

Take the monkey out of the box. Encourage pupils to ask the monkey questions: *What's your name? How old are you? How are you? Can you jump? Do you like sweets?*  
Don't answer the questions at the moment.

T: *Open your Pupil's Books. Look at the pictures and help the monkey finish his story.*

Point to the monkey in the centre of the picture. T: *I'm ...*Ps: *...a monkey.* T: *I'm ...*(gesture) Ps: *...little.* T: *I'm ...*(point to brown colour). Ps: *... brown.*

Picture 1. T: *I can ...* Ps: *...jump.*

Picture 2. T: *I ...* Ps: *... can run.*

Picture 3. T: *I ...* Ps: *... can climb a tree.*

Picture 4. T: *I like ...* Ps: *... bananas, apples and oranges.*

Picture 5. T: *I ...* Ps: *... don't like meat.*

Picture 6. T: *I ...* Ps: *... like water.*

T: *Listen to the monkey's story on the cassette and point to the pictures.*

### Tapescript

Monkey:

I'm a monkey. I'm little. I'm brown.

I can jump. I can run. I can climb a tree.

I like bananas, apples and oranges.

I don't like meat.

I like water.

T: *Work in pairs.* P1 points to a picture. P2 says a sentence about the picture. Then pupils swap roles. Go round the classroom and listen to pupils.

## 3. Project preparation (PB, ex. 2)

Ask pupils to look at the picture on the left in their PBs. Tell them it is a riddle about an animal. First help pupils decode the riddle.

T: *Look at line 1. What information do we get?* Encourage pupils to work out what actions an animal can do. Elicit: *I can climb a tree, run and sing.*

T: *Look at line 2. It's about what an animal can't do.*

Ps: *I can't fly. I can't swim.*

T: *Look at line 3. What information do we get?* Ps: *I like fish and milk.*

T: *Look at line 4.* Ps: *I don't like sweets. I don't like bananas.*  
Then say the complete riddle. T: *I can climb a tree, run and sing. I can't fly. I can't swim. I like fish and milk. I don't like sweets. I don't like bananas.*

Point to the pictures on the right: “a cat”, “a crocodile”, a parrot and ask. T: *Which animal?* Ps: *A cat!* T: *Yes, it's a cat. What colour? Has it got short ears or long ears? Has it got a short tail or a long tail?* Elicit pupils' answers.

Tell pupils that at home everyone will make a riddle about any animal and say it in front of the class in the next lesson.

Say that exercise 2 in their PBs is a model of a riddle. Pupils should use an A4 sheet of paper and illustrate it with pictures on both sides. Explain to the class that they may use the cutout pictures of action words (WB, page 119). On the front side there is a riddle in four lines (*can / can't / like / don't like*) and on the back side there is the answer. The sheet of paper should be folded into four parts. Pupils will unfold their projects one part at a time as they present their riddles to the class.

Make sure pupils understand how to make their riddle sheets. You may demonstrate folding and unfolding paper for the class to help them to feel confident.

### Model story about an animal in the riddle

I can jump and run. I can't swim. I can't climb a tree. I like carrots and water. I don't like fish. I don't like ice-cream. I'm little. I'm grey. I've got long ears and a short tail.

## 4. Moving activity

### (Right or wrong?)

Tell the class that you will speak about different animals and the food they eat. Explain that if the sentences are right, pupils should stand up (and sit down again after you have made your comments: *Right! Very good! Well done!*). If the sentences are wrong, pupils remain seated.

T: *Wolves eat meat. Hens drink water. Giraffes eat ice-cream. Hamsters drink tea. Cats eat fish. Monkeys eat bananas. Crocodiles eat cheese. Cows drink milk. Rabbits eat carrots. Pigs eat potatoes. Sheep drink juice. Horses eat apples.* Etc.

## 5. Workbook activities

### Ex. 1

T: *What animals can you see?* Ps: *A monkey, a mouse, a cat, a cow.* T: *What food can you see?* Ps: *Milk, bananas, cheese, carrots.* T: *What do we eat?* Ps: *Bananas, cheese and carrots.* T: *What do we drink?* Ps: *Milk.*

T: *Listen and guess the riddles. Match the pictures.*

### Tapescript

1. I'm a monkey. I like ... It's yummy. It's yellow. It's sweet. You can eat it. What is it?

2. I'm a mouse. I like ... It's yummy. It's yellow. It isn't sweet. You can eat it. What is it?

3. I'm a cat. I like ... It's yummy. It's white. It isn't sweet. You can drink it. What is it?

4. I'm a cow. I like ... It's yummy. It's orange. It's sweet. You can eat it. What is it?

➔ **Key:** 1. Bananas. 2. Cheese. 3. Milk. 4. Carrots.

T: *Listen and check.*

Check pupils' answers. T: *What does the monkey like?* Ps: *Bananas.* Etc.

### Ex. 2

Ask pupils to say the action words on the top line. Hold your WB, and ask the questions about hippo. T: *Can hippos fly?* Ps: *No*. Point to the cross in the box and say: *It can't fly*. T: *Can hippos swim?* Ps: *Yes*. Point to the tick in the box and say: *It can swim*. T: *Do hippos like water?* Ps: *Yes*. Point to the tick in the box. T: *Do hippos like chicken?* Ps: *No*. Point to the cross in the box.

Tell pupils to tick or cross the boxes about the hippo. Then explain they should draw any animal they wish and

tick or cross the boxes. Go round the classroom and help pupils if necessary.

Check pupils' answers. T: *What animal is this? Can hippos jump? Do they like water?* Etc.

## 6. Round-up

 Songs and chants of the unit.

## LESSON 11. GOING FOR A PICNIC

<p><b>Aim</b> To develop listening and speaking skills</p>	<p><b>New language</b></p>	<p><b>Recycling</b> Food words I like / I don't like <i>fish</i>. Do you like <i>potatoes</i>? Have you got any <i>sausages</i>? Have some <i>apples</i>, please.</p>
<p><b>Pronunciation and letters</b></p>	<p><b>Classroom language</b> Guess the animal. Let's play a game. Throw the dice. Move your counter. Colour the foods that you like. Match. Look and say.</p>	<p><b>You will need</b> Dice, two counters Camera (optional)</p> <p><b>Pupils will need</b> coloured pencils</p>

### 1. Warm-up

 Songs and chants of this unit.

### 2. Project presentation

Invite pupils to come up to the board and present their riddles. They may look at the clues on the front of their sheets. Help them unfold their sheets of paper the way the class can't see the answers to the riddles. When pupils get the correct answer to their riddle, they show the back of their projects to their classmates.

When the presentation is over, you may take a photo of pupils with their riddle sheets.

### 3. Board game (PB, ex. 1)

Say that in this unit pupils have been to the cafe, to the shop, to the market and they have bought all the necessary things for a picnic.

Say that two families are going for a picnic today. Divide the class into two "families". Let them choose their "surnames", e.g. "The Green family" and "The Orange family".

Open two PBs to play the game: one for each team. You will also need a dice and two counters, one for each team.

Decide which family will start the game. You may do it by throwing the dice: the team with the most number of dots will start.

#### RULES:

1 – Say what food and drinks you like: *I like bananas. I like juice.*

2, 8, 11, 13, 16, 19, 22, 26, 28 – Name the letter and say the alphabet word starting with this letter.

3 – Go back to number 2.

4 – Pack the basket: *I've got an apple. It's yummy. It's sweet. I like apples.* etc.

5 – Slide down the mountain to number 10.

6, 18 – Sit down. You are tired. Miss your turn.

7 – Say the rhyme "Yummy, yummy, yummy".

9 – Role play going to the cafe.

P1: *Hello!*

P2: *Hello! Come in and sit down, please!*

P1: *Have you got any orange juice?*

P2: *No, sorry.*

P1: *No problem. Have you got any coffee?*

P2: *Yes. Here you are.*

P1: *Thank you.*

P2: *You're welcome.*

10 – Say five sentences about the food you like.

12, 20 – Guess a teacher's riddle about food.

14, 32 – Sing a song, e.g. "I like to eat".

15 – You meet a rabbit. It's hungry. Ask what it likes and treat it.

P1: *Do you like oranges?*

P2: *Yes. Yummy.*

P1: *Have some oranges, please.*

P2: *Thank you.*

P1: *You're welcome.*

17 – Name 5 things you can eat. e.g. *I eat pizza, soup.*

21 – Name 5 things you can drink. *I drink tea.*

23 – Listen to your teacher and do exercises. e.g. *Jump, fly, run, climb a tree, swim, sleep.*

24 – Say five sentences about the food you don't like.

25 – Role play going to the shop and buying some sausages.

P1: *Have you got any sausages?*

P2: *Yes.*

P1: *Six sausages, please.*

P2: *Here you are.*

P1: *Thank you.*

P2: *You're welcome.*

27 – Say 5 sentences about the food the dog likes, e.g. *I like meat.*

29 – Role play going to the market and buying some oranges.

P1: *Have you got any oranges?*

P2: *Yes.*

P1: *Six oranges, please.*

P2: *Here you are.*

P1: *Thank you.*

P2: *You're welcome.*

30 – Say 5 sentences about the food the cat doesn't like, e.g. *I don't like apples.*

31 – Recite any chant of the unit ("Have some chocolate, please" or "One banana, two bananas").

33 – It's raining. Run home to the *Finish*.

Make sure both families get to the finish. The team that "gets home" first, will be allowed to choose any game to play when the other team finishes the game.

#### 4. Moving activity

Play the game that the winners of the board game choose.

#### 5. Workbook activities

##### Ex. 1

Pupils colour the foods they like without showing the partners their WBs.

Then ask a volunteer (P1) to come up to the board with his/her WB. Tell that pupils are going to guess what food P1 likes. P1 should look at picture 1 (sweet things to eat) and tell the class what he/she doesn't like, e.g.: *I don't like jam.* T: *What does P1 (name) like?* The class decide that all the other foods in the picture are P1's likes. Ps: *Cakes, sweets, chocolate, ice-cream.* Repeat the procedure with other volunteers.

##### Ex. 2

Point to the letter-picture boxes in the WB and revise the letters, sounds and words: *mouse – the sound [m] – the letter Mm [em], etc.*

Encourage pupils to name the pictures at the bottom of the page. Then point to *pizza* and ask: *What's this?* Ps: *Pizza.* T: *What's the first sound?* Ps: [p]. T: *Yes. Listen. Pizza – mouse?* Ps: *No.* T: *Pizza – pig?* Ps: *Yes.* T: *What's the first sound?* Ps: [p]. T: *What's the first letter?* Ps: p [pi:].

T: *Match the words to the first letters.* Go round the classroom and help pupils if needed.

Check pupils' answers. T: *Potatoes. What's the first sound? What's the first letter?* Etc.

➤ **Key:** m – meat, monkey; p – pizza, potatoes, parrot; r – rabbit.

#### 6. Do you remember? (WB, ex. 1)

For the procedure see Unit 1, lesson 11, activity 7.

Ask pupils how many words they can say. Go through the pictures together and ask the class to name the pictures in chorus. Ps: *Meat, sausages, chicken, etc.*

➤ **Key:** Meat, sausages, chicken, fish, potatoes, carrots, soup, pizza, oranges, apples, bananas, lemons, juice, milk, tea, coffee, ice-cream, sweets, chocolate, jam, bread, cheese, cakes, water.

#### 7. Round-up

Ask pupils to look at the introductory page for Unit 6 and say three sentences about the food they like and three sentences about the food they don't like. Ps: *I like oranges. I don't like coffee.* Etc.

 Songs and chants of this unit.

# UNIT 7. MY HOME

**By the end of the unit pupils will be able to:**

- identify items of furniture, describe their size and colour;
- describe their room;
- speak and ask about the location of things in the room;
- identify letters Aa–Xx.

## Vocabulary

**House:** a house, a room, the floor, a door, a window

**Furniture:** a table, a bed, a sofa, a chair, an armchair, a carpet, a bookcase, a mirror, a TV, a lamp, a computer, a telephone

**Prepositions of place:** in, on, under

## Structures

Where's the *telephone*? – (It's) *on* the *table*.

## Project: "A house"

Hello. My name's Robot. I've got a house. It's big.

I've got a sofa. It's blue and yellow.

I've got a bookcase. It's big and brown.

I've got a brown table and a blue chair. I've got a computer. It's on the table. I've got two yellow lamps. I've got a carpet. It's brown and yellow. It's on the floor.

## LESSON 1. MAGGIE'S GOT A NEW HOUSE

<p><b>Aim</b> To present and practise vocabulary To develop listening skills</p>	<p><b>New language</b> A house, a chair, an armchair, a carpet, a bed, a sofa, a table, a bookcase New*</p>	<p><b>Recycling</b> I've got a <i>chair</i>. What's this? – It's a chair.</p>
<p><b>Pronunciation and letters</b> [tʃ] – 'на поезде' [əʊ] – 'удивляется' [aʊ] – 'восхищается'</p>	<p><b>Classroom language</b> Do you remember? What can you see? Who can you see? I've got something in the box. Guess! Let's play. Listen and point. Listen and join in.</p>	<p><b>You will need</b> Furniture flashcards Flashcard: Mrs Bell Magic Box Toy animal (e.g. a <i>teddy bear</i>) Large envelope Lively music</p>

### 1. Warm-up

T: *Do you remember numbers?* Ps: *One, two, three*, etc.

T: *Stop!*

T: *Do you remember colours?* Ps: *Red, yellow, green*, etc.

T: *Stop!*

T: *Do you remember animals?* Ps: *A frog, a duck, a sheep*, etc. T: *Stop!*

T: *Do you remember animals?* Ps: *Hippo, fox, giraffe*, etc. T: *Stop!*

T: *Do you remember food?* Ps: *Pizza, cakes, potatoes*, etc. T: *Stop!*

## 2. Unit presentation (PB)

Ask pupils to look at the introductory page and guess what the unit is going to be about (about homes).

## 3. Vocabulary presentation and practice

### Presentation

Tell pupils you've got an animal in the Magic Box. T: *I've got something in the box. Guess!* Ps: *Have you got a mouse?* Etc.

Finally, take out a teddy bear (a toy animal or a flashcard).

T: *Look! This is a teddy bear. His name's Teddy. Teddy is sad. Why is he sad? He hasn't got a house.* Show the flashcard of a house. T: *Let's make a house for Teddy.* Draw a simple picture of a house big enough to put the furniture flashcards inside later. T: *Look at Teddy now. Is he happy?* Mime a sad face. Ps: *No!* Explain that Teddy isn't happy because the house is empty.

Take the furniture flashcards out of the Magic Box and introduce them to the class one by one. T: *It's a chair / an armchair* (remind the pupils of "Lipuchka "an") / *a carpet / a bed / a sofa / a table / a bookcase.* Encourage pupils to repeat the words after you. Put them on the board, inside the house.

Recap the words. Point to the flashcards and pupils name the words in the following order.

1. A chair.
2. An armchair. A chair, an armchair.
3. A carpet. A chair, an armchair, a carpet.
4. A bed. A chair, an armchair, a carpet, a bed.
5. A sofa. A chair, an armchair, a carpet, a bed, a sofa.
6. A table. A chair, an armchair, a carpet, a bed, a sofa, a table.
7. A bookcase. A chair, an armchair, a carpet, a bed, a sofa, a table, a bookcase.

### Checking understanding

T: *Look. Teddy is happy now!*

Invite the pupils to teach Teddy the names of the items of furniture in his house. Teddy will name the pictures on the flashcards and if he says a word correctly, the class will say: *Yes*. If Teddy makes a mistake, the class will say: *No*.

### Pronunciation

T (in L1): *Mrs Bell wants to visit Teddy. She goes by train:* [tʃ][tʃ][tʃ]. *Listen and repeat:* [tʃ] — *chair, armchair. It's an armchair.*

T: *Mrs Bell is surprised to see Teddy at the station* [əʊ][əʊ][əʊ]. *Listen and repeat:* [əʊ] — *a sofa. It's a sofa.*

T: *Mrs Bell likes Teddy's house very much. She's admiring it:* [aʊ][aʊ][aʊ]. *Listen and repeat:* [aʊ] — *house. It's a house.*

### Practice ("What's missing?")

T: *Let's play.* Put the furniture flashcards on the board. Then say: *Goodbye, one eye! Goodbye, two eyes! Close your eyes.* Next, take any flashcard from the board and hide it behind your back. Say: *Open your eyes. What's missing?* Pretend to look puzzled. Elicit from pupils the missing flashcard, show it to the class when you get the correct answer: *Yes, it's a table.*

## 4. Chant "What's this?" (PB, ex. 1)

T: *Look at the pictures. What items of furniture can you see?* Encourage pupils to point to the pictures and name the things. T: *Listen and point.*

### Tapescript (in PB)

Put the furniture flashcards on the board in the same order as they appear in the chant. Play the cassette again, make pauses after each question *What's this?* Point to the flashcards and encourage pupils to answer the question. T: *Listen and join in.*

## 5. Cartoon (PB, ex. 2)

### Pre-listening

T: *Who can you see?* Ps: *Maggie, Steve, Maggie's dad.*

T: *What can you see?* Ps: *A table, a bookcase, etc.*

Ask pupils (in L1) what they think is happening in the cartoon (Maggie's family is moving to a new house).

### While-listening

T: *Listen and point.*

### Tapescript

1

Steve: *Is this your house, Maggie?*

Maggie: *Yes.*

Steve: *But look! What's this? It's your bed!*

2

Steve: *Look! And a sofa! ... And a carpet! ... And an armchair! ... And a table! What's happening?*

Maggie: *We've got a new house!!! Hooray!!!*

3

Maggie's dad: *Maggie! Steve! Where are you? I can't see you! Where are you?*

Maggie: *Let's hide!*

4

Steve: *Maggie, look. A bookcase! Here! Come on!*

5

Maggie and Steve: *Oh, no! Stop! Stop! Help!!!*

### Scrambled listening

Explain to the class, that you will play the cassette again, but this time the dialogues will be in a different order. Tell pupils to listen to the cassette, find the right pictures and point to them. T: *Listen and point.*

➡ Key: 4, 3, 1, 5, 2.

## 6. Moving activity (Pass the envelope)

Ask pupils to stand in a circle. Show them a large envelope with some flashcards in it. Tell pupils they will pass the envelope around the circle while the music plays. When the music stops, the pupil with the envelope should pick up any picture and say what it is: *It's a sofa. / It's an armchair.* Etc.

## 7. Workbook activities

### Ex. 1

T: *Let's play Bingo.*

Ask pupils to tick any six boxes. Check if they have ticked different pictures and not just copied each other. Then, explain that you will take furniture flashcards out of the Magic Box and name them but you won't show the pictures to the class. Tell pupils they should listen to you carefully and circle the ticks when they hear the words

which they have ticked before. If the word hasn't been ticked, pupils have to miss their turn and do nothing. T: *It's an armchair.* Etc.

Give pupils the time to find and tick the correct boxes. Continue with the other pictures. When a pupil has circled all the ticks, he / she puts up a hand and says: *Bingo!* Play the game until all the pupils have said: *Bingo!*

### Ex. 2

Pupils match the items of furniture with their silhouettes. Go round the classroom and ask individual pupils: *What's this?* P1: *It's a chair.* Etc.

### Ex. 3

Pupils look for the odd-one-out letters out and cross them out. Go round the classroom and help if needed.

## 8. Round-up

Pupils name one item of furniture they have at home. P1: *I've got a sofa.*

## LESSON 2. A HOUSE-WARMING PARTY

<p><b>Aim</b> To present and practise vocabulary To develop listening and speaking skills</p>	<p><b>New language</b> A room, the floor, a window, a door, a telephone, a TV, a computer, a lamp, a mirror</p>	<p><b>Recycling</b> Furniture words I've got a <i>sofa</i>. Have you got a <i>bed</i>? Colours What colour?</p>
<p><b>Pronunciation and letters</b> [ɔ:] – 'болит животик' [r] – 'рычит' [w] – 'как рыбка' Letter – sound correspondence Ss [es] – <u>s</u>nake [s] Tt [ti:] – <u>t</u>elephone [t] Uu [ju:] – <u>u</u>niform [ju:]</p>	<p><b>Classroom language</b> Stand in a line. Look at the board. Circle. Colour. Guess. Ask me questions. Work in pairs.</p>	<p><b>You will need</b> Furniture flashcards Magic Box Magic Picture (telephone) Teddy bear (toy or flashcard) ABC poster Alphabet song (Unit 5, lesson 1) Letter flashcards: Ss, Tt, Uu <b>Pupils will need</b> coloured pencils</p>

## 1. Warm-up

 Chant "What's this?"

Speak for the teddy bear to individual pupils: *What's your name? How old are you? How are you? How's your mum? How's your dad? Have you got a sister? Can you climb a tree? Do you like carrots?* Etc.

## 2. Vocabulary presentation and practice

### Presentation

Draw a picture of Teddy's house with two rooms on the board. Count the rooms: T: *One room. Two rooms.* Put the furniture flashcards from the previous lesson into one of the rooms. Elicit the words from pupils. Point to the floor in the house and say: **the floor**. Show

the flashcard and encourage pupils to repeat the word. Introduce **a window** and **a door**.

Say that pupils are invited to Teddy's house-warming party and should bring some presents to him. Take the new flashcards out of the Magic Box and introduce the words: **It's a telephone / a TV / a computer / a lamp / a mirror**. Put the flashcards on the board but not into the house. Recap the words (see Lesson 1).

### Checking understanding

Speak for Teddy. T: *I haven't got a telephone.* Invite a volunteer to come up to the board, pick out the appropriate picture and give it to Teddy. P1: *Here you are.* T: *Thank you.* Continue with the other items.

### Pronunciation

T (in L1): *The guests have eaten too much at the party and they have tummy ache:* [ɔ:] [ɔ:] [ɔ:]. *Listen and repeat:* [ɔ:] – *a door, the floor.*  
T: *A dog has come to the party:* [r] [r] [r]. *Listen and*

repeat: [r] a mirror, a big mirror, a room, a big room.  
T: The fish in the aquarium likes the house: [w] [w] [w].  
Listen and repeat: [w] – a window, a white window.

### Practice (Magic Picture)

Use the cutout of a telephone at the end of the Teacher's Book to make the Magic Picture.  
Introduce the Magic Picture to the class. Pull the coloured paper strip through it. When the telephone becomes orange, ask: *What colour is the telephone?* Ps: *It's orange.* T: *Yes, it's an orange telephone.* Then move the strip and encourage pupils to say: *It's a grey telephone. It's a red telephone.* Etc.  
Remind pupils of "lipuchka **an**" to say: *It's **an** orange telephone.*

### 3. Guess the room (PB, ex. 1)

T: Look at the pictures. How many rooms can you see? Ps: Four. T: One of the rooms is mine. Ask me questions and guess my room. P1: Have you got a bed? T: No. P2: Have you got a sofa? T: Yes. P3: What colour? T: Red. P4: Have you got a telephone? T: Yes. P5: What colour? T: White. Ps: Room number 2.

T: Work in pairs. P1 thinks of a room. P2 asks questions and guesses the room. Then pupils swap the roles. Go round the classroom and help if needed.

### 4. Moving activity (Chinese whispers)

Put the furniture and house flashcards on the board. Ask pupils to stand in a line. Whisper a sentence to the first pupil in the line: *It's a bookcase.* The pupil has to whisper the sentence to the next pupil, etc. The last pupil in the line has to pick up the appropriate flashcard and say the sentence aloud.

### 5. Workbook activities

#### Ex. 1

T: Look at the picture. How many children? Ps: Five.  
T: Listen to the children and match them to the items of furniture they've got.

Tapescript

1

Peter: Have you got a table, Maggie?

Maggie: No.

Peter: Have you got a mirror?

Maggie: Yes.

Peter: What colour?

Maggie: Blue.

2

Peter: Have you got a sofa, Steve?

Steve: No.

Peter: Have you got an armchair?

Steve: Yes.

Peter: What colour?

Steve: Red.

3

Peter: Have you got a mirror, Jessica?

Jessica: No.

Peter: Have you got a bookcase?

Jessica: Yes.

Peter: What colour?

Jessica: Yellow.

4

Peter: Have you got a computer, Mike?

Mike: No.

Peter: Have you got a lamp?

Mike: Yes.

Peter: What colour?

Mike: Green.

5

Peter: Have you got a carpet, Alla?

Helen: No.

Peter: Have you got a TV?

Helen: Yes.

Peter: What colour?

Helen: Black.

If needed, play the cassette again for pupils to match the pictures.

Check pupils' answers. T: *Number 1.* Ps: *I've got a mirror.* Etc.

T: Listen again and colour the pictures. Stop the cassette after each dialogue and let pupils colour the pictures.

T: Listen and check.

Check the answers. T: *What colour is Maggie's mirror?*

P1: *Blue.* Etc.

### 6. Letters

T: Look at the ABC poster. Say the alphabet from beginning to end, encourage pupils to join in.

#### Alphabet song

T: Listen and sing.

#### Letters and sounds

Show "Ss" flashcard (letter-side) to the class and elicit its name. Ps: *Ss* [es]. Put the flashcard on the board. Repeat the procedure with the letters **Tt** [ti:] and **Uu** [ju:] Say that today pupils will learn three more secrets of the English letters.

Take "Ss" flashcard and show it word-side to the class. Point to the picture and ask: *What's this?* Ps: (A) *snake*. Point to the underlined letter at the beginning of the word "snake" and ask: *What's the first letter?* Ps: *Ss* [es]. T: *Yes, the letter Ss* [es].

Put your hand to your ear and say: Listen: "snake". *What's the first sound?* Ps: [s]. T: *Yes, the sound* [s].

T: *What's the secret?* Help the pupils if needed. Ps: *snake – the letter Ss* [es] – *the sound* [s].

Repeat the procedure to introduce: telephone – the letter Tt [ti:] – the sound [t], uniform – the letter Uu [ju:] – the sound [ju:].

**PB, ex. 3**

For the procedure see Unit 5, lesson 4, activity 6.

**Ex. 3**

T: *What letters can you see?* Ps: *s, t, u.* T: *Trace the letters.* Go round the classroom and help if necessary. Ask individual pupils: *What letter is it?*

**7. Workbook activities**

**Ex. 2**

Pupils draw lines to match the capital letters and small letters with the appropriate pictures.

**8. Round-up**

 Chant “What’s this?”

**LESSON 3. STEVE’S ROOM**

<p><b>Aim</b> To teach pupils how to describe their rooms  To develop listening and speaking skills</p>	<p><b>New language</b> Point to the window.* Clap your hands together.* I can see the window.*</p>	<p><b>Recycling</b> Furniture and house words Colours Numbers Plurals It’s a <i>lamp</i>. I’ve got a <i>lamp</i>. I haven’t got a <i>lamp</i>. What colour? – It’s <i>blue</i>. How many?</p>
<p><b>Pronunciation and letters</b> [əʊ] – ‘удивляется’ [ɑ:] – ‘открой ротик’ [w] – ‘как рыбка’</p>	<p><b>Classroom language</b> Let’s play a game. Trace. Listen and colour the capital letters.</p>	<p><b>You will need</b> Furniture and house flashcards Flashcard: Mrs Bell Magic Window <b>Pupils will need</b> coloured pencils</p>

**1. Warm-up**

T: *I’ve got something in the Magic Box. Guess.* Ps: *Have you got a sofa?* T: *Yes, I’ve got a sofa.* Take the furniture flashcards out of the Magic Box and put them on the board. Finally, say it is a furniture shop.

with the carpet and say: *I’ve got a carpet. It’s big. It’s blue and yellow. It’s nice!* Pupils make their advertisements.

**2. Vocabulary practice**

**Pronunciation**

T (in L1): *Mrs Bell comes to the furniture shop. She is surprised that everything is so beautiful:* [əʊ][əʊ][əʊ]. *Listen and repeat:* [əʊ] – *a sofa, a telephone, a window. It’s a sofa.*

T: *Mr Compy is surprised and opens his mouth:* [ɑ:][ɑ:][ɑ:]. *Listen and repeat:* [ɑ:] – *an armchair, a carpet. It’s a carpet.*

T: *The fish opens its mouth:* [w][w][w]. *Listen and repeat:* [w] – *window, a white window.*

**Magic Window**

Put a furniture or a house flashcard into the Magic Window so that pupils can see only a part of the picture. Ask: *What’s this?* When pupils guess, say: *Yes, it’s a bookcase.* Show the flashcard to the class. Repeat the procedure with the other furniture flashcards.

**Furniture Shop**

Explain that now pupils will be selling furniture. Each pupil is to make an advertisement. Hold up the flashcard

**3. Song “Point to the window” (PB, ex. 1)**

T: *Listen to the song and say what house words are mentioned.*

Tapescript (in PB)

Elicit the answer to the pre-listening question. Ps: *Window, door, table, floor.* Make sure the pupils understand *Point to ... / Clap your hands together. / I can see...*

Encourage pupils to repeat the words of the song in isolation and in sentences. Focus on pupils’ pronunciation.

T: *Listen and point to the objects around you.*

T: *Listen and join in with the words and actions.*

**4. Moving activity (I spy)**

Give each pupil a furniture or a house flashcard. Pupils hold up their flashcards when they hear a sentence with “their” word.

T: *I spy with my little eye something beginning with [b].* Pupils with [b]-words hold up their flashcards and say their words. P1: *Bookcase.* P2: *Bed.*

Play the game several times involving every pupil.

## 5. Listening (PB, ex. 2)

### Pre-listening

Pupils work in pairs. Ask pupils to say what furniture they can see in the pictures. P1: *I can see a bookcase.* P2: *I can see a carpet.* P1: *I can see a window.* Etc. Monitor the class.

### While-listening

T: *Listen to Steve. Which room is Steve's room, number 1 or number 2?*

### Tapescript

Steve: *I've got a big room. It's beautiful. I've got a bed. It's brown. I've got a big table. It's white. I've got a blue and yellow carpet. I haven't got a bookcase. And I haven't got a computer. What a pity! But I've got a big armchair. And I've got a TV. I like my room!*

➤ **Key:** Picture 2.

T: *Listen again and point to the items of furniture in your Pupil's Books.*

### Post-listening

T: *Room number 1 is Maggie's. Describe it.* Pupils work in pairs. Ps: *She's got a room. She's got a bed.* Etc.

bottom of the exercise. Explain that they should count the items of furniture in the picture and write the number in the appropriate box.

➤ **Key:** 3 chairs, 2 tables, 4 carpets, 5 lamps, 2 bookcases.

### Ex. 2

Tell pupils to trace only those items of furniture which they have in their rooms at home and colour them in their real colours. Go round the classroom and speak to individual pupils. T: *What's this? Have you got an armchair? What colour?*

### Ex. 3

Make sure all pupils have coloured pencils on their desks. T: *Listen and colour the capital letters.*

Make pauses for pupils to be able to find the correct pencil and colour the capital letter. T: *L is green. M is yellow. N is grey.* Etc.

Check pupils' answers. T: *What colour is L?* Ps: *Green.* Etc.

Tell pupils they should colour the small letters themselves using the clue: corresponding capital and small letters should be of one colour. Monitor the class.

## 6. Workbook activities

### Ex. 1

T: *How many chairs?* Count the chairs together. Ps: *One, two, three.* Draw their attention to the number at the

## 7. Round-up

 Song "Point to the window".

## LESSON 4. PETER AND FLUFFY

<b>Aim</b> To teach pupils how to speak about location of things in the room To develop listening skills	<b>New language</b> In, on, under Where's the <i>dog</i> ?*	<b>Recycling</b> Furniture and house words
<b>Pronunciation and letters</b> [ð] – 'на самолете'	<b>Classroom language</b> Repeat after me. Listen and point. What can you see? Find and colour the letters.	<b>You will need</b> Toy animal (e.g. <i>a dog</i> ) Magic Box <b>Pupils will need</b> coloured pencils

### 1. Warm-up

 Song "Point to the window".

### 2. Prepositions presentation and practice

#### Presentation

Take a toy animal out of the Magic Box. T: *What's this?* Ps: *It's a dog.*

Say that it's a naughty dog and it likes jumping. Put the dog on the Magic Box. T: *Where's the dog? **On** the box* (say the phrase naturally first, then say "on", "on the", "on the box"). Put the dog in the Magic Box. T: *Where's*

*the dog? **In** the box!* Put the dog under the Magic Box. T: *Where's the dog? **Under** the box!* Encourage pupils to repeat the sentences after you several times. Put the flashcards on the board. Recap the prepositions: *in, on, under.*

#### Checking understanding

Ask pupils to take a pencil and a book (PB). Tell them to listen to you and put their pencils where you tell them to. T: *On.* Pupils put their pencils on the books. T: *In.* Etc.

#### Pronunciation

T (in L1): *The dog is going to move its house and a cargo plane will help it move the furniture. The plane is flying:* [ð] [ð] [ð]. *Listen and repeat:* [ð] – *the.*

T: *The plane has taken the table: the table, on the table, in the table, under the table.*

T: *The plane has taken the chair: the chair, on the chair, under the chair.*

Continue with other items of furniture.

### Practice

Say that the dog is tired now, but pupils can make it move again if they take their magic wands (pencils) and say the magic word “*abracadabra*”. P1: *Abracadabra. On the table.* Put the toy on the table. P2: *Abracadabra. On the chair.* Put the toy on the chair. Etc.

## 3. Cartoon (PB, ex. 1)

### Pre-listening

T: *Look at the pictures. Who can you see? Ps: Peter the Parrot and Fluffy (the cat).* T: *What items of furniture can you see? Ps: A bed, a bookcase, etc.*

T: *Listen and point.*

### While-listening

#### Tapescript

1. Peter is in the room.
  2. The cat is in the room, too!
  3. Peter is on the bed.
  4. The cat is on the bed, too!
  5. Peter is under the table.
  6. The cat is under the table, too!
  7. Peter is in the box.
  8. The cat is in the box, too!
  9. Peter is on the bookcase.
  10. The cat is ... not on the bookcase!
- Cat: Miaow!  
Peter: Ha-ha-hall!

Ask pupils if Fluffy has caught Peter. Ps: *No!*

Play the cassette again and stop the cassette after each “Peter” picture to elicit from pupils the words for the “Fluffy” pictures.

### Scrambled listening

Explain to the class in L1, that you will play the cassette again, but this time the sentences will be in a different order.

Tell pupils to listen to the cassette and write the numbers of the pictures in their PBs (in pencil) in the order they will hear the sentences.

➤ **Key:** 3, 9, 8, 4, 5.

## 4. Moving activity (Cup)

First, demonstrate the activity to the class. Make a fist with your left hand, it's a “cup”. Cover the “cup” with the right hand and say: *on*. Pupils repeat. Put the right hand under the “cup” and say: *under*. Pupils repeat. Put the fingers of the right hand in the “cup” and say: *in*. Pupils repeat. Make a series of gestures and say: *in-on-in-on-in-on-under*.

Ask pupils to stand up and repeat both the gestures and the words after you.

Pupils work in pairs. Partners turn to each other. P1 says the prepositions, P2 shows the gestures with his/her “cup”. Then they swap roles.

## 5. Workbook activities

### Ex. 1

Pupils trace the pictures to make them complete. Go round the class and ask individual pupils: *What's this?* P1: *It's a box.* T: *Where's Peter?* P1: *In (the box).* Etc. Follow the lines of pictures and say together with the pupils: *in – under*, etc.

### Ex. 2

T: *What letters can you see? Ps: s, t, u.*

T: *Find and colour the letters.* Go round the classroom and ask individual pupils: *What letter? What colour? Where's the letter “s”?*

## 6. Round-up

 Song “Point to the window”.

## LESSON 5. WHERE'S MY LITTLE HARE?

<p><b>Aim</b> To teach pupils how to ask and answer the questions about location of things in the room To develop listening and speaking skills</p>	<p><b>New language</b> Where's the box? – It's on the table. My* Hare* English book*. It's here. Look!*</p>	<p><b>Recycling</b> Furniture words In, on, under Animal words</p>
<p><b>Pronunciation and letters</b> [w] – ‘как рыбка’ Letter-sound correspondence Vv [vi:] – vase [v] Ww [ˈdʌblju:] – window [w] Xx [eks] – fox [ks]</p>	<p><b>Classroom language</b> Make a circle. Guess. Work in pairs.</p>	<p><b>You will need</b> Furniture flashcards. Magic Box Toy animal (e.g. a dog). Ball ABC poster Alphabet songs (Unit 5, lesson 1) Letter flashcards: Vv, Ww, Xx</p>

## 1. Warm-up

 Song "Point to the window".

## 2. Structure presentation and practice

### Presentation

T: *The Magic Box is happy today. It's dancing around the classroom. Put it on the table.* T: **Where's the box?** Ps: *On the table.* T: **Yes, it's on the table.** T: *Where's the box?* Ps: *It's under the table.* Etc.

### Pronunciation

T (in L1): *I'm tired today so Mrs Bell's friends will help me ask the questions. The fish opens its mouth:* [w] [w] [w]. *Listen and repeat:* [w] – *what, why, where; Where's the dog? Where's the cat? Where's the box?*

### Practice

Divide the class into two groups. Group 1 ask questions, group 2 answer them.

Put the Magic Box on the chair. Elicit the question from Group 1: *Where's the Magic Box?* Group 2 answer: *It's on the chair.* Etc.

Then the groups swap roles.

### Guessing Game

One pupil (P1) comes up to the board and turns his back to the class. Take the Magic Box and a toy dog. Put it on the Magic Box. Encourage the class to ask in chorus: *Where's the dog?* P1 guesses where the toy dog is. P1: *It's in the box.* Ps: *No!* Etc.

## 3. Chant "Where's my little hare?" (PB, ex. 1)

### Pre-listening

T: *Look at the picture. How many boys are there?* Ps: *Three.* T: *How many girls are there?* Ps: *Two.* T: *Is the mum happy?* Ps: *No. She's tired.* T: *Why? What's the problem?* Ps (in L1): *The children can't find their things.* T: *What does the girl with brown hair want?* Ps: *A fox.* T: *Where's the fox?* Ps: *In the box.* Etc.

Introduce the words "hare" and "English book".

### While-listening

T: *Listen and point.*

### Tapescript

Boy 1: *Where's my little hare?*

Mum: *Look! Under the chair.*

Girl 1: *Where's my little fox?*

Mum: *Look! In the box.*

Boy 2: *Where's my little bear?*

Mum: *Look! On the chair.*

Girl 2: *Where's my little cat?*

Mum: *Look! On the bed.*

Boy 3: *Where's my English book?*

Mum: *It's here. Look!*

Ask pupils if they ever ask their mums help them find their things.

### Post-listening

Explain to pupils that now they will help the children find their things instead of their mums. Play the cassette, stop after each question and let pupils answer.

Divide the class into two groups: "Mums" and "Children". "Children" ask questions, "Mums" answer.

Play the cassette and encourage the groups of pupils to join in with the words.

Encourage the groups to look at the pictures in their PBs and say their questions and answers.

Then the groups may swap roles.

## 4. Moving activity (Ball game)

Throw a ball to individual pupils and ask them questions from the chant. Pupils should catch the ball, throw it back to you and answer your question. T: *Where's my English book?* P1: *It's here. Look.* Etc.

## 5. Workbook activities

### Ex. 1

T: *What can you see?* Ps: *A bookcase, a table, a sofa, etc.*

T: *What animals can you see?* Ps: *A cat, a mouse, a hen, a bear, a frog.*

Invite pupils to play hide-and-seek. Tell them to draw any three of the animals in room 1.

T: *Work in pairs.* Tell pupils not to show their pictures to their partners. First, P1 tries to guess what animals his/her partner has and where they are. P1: *Have you got a mouse?* P2: *Yes.* P1: *Where's the mouse?* P1: *On the sofa.* P1 draws a mouse on the sofa in his/her room 2. Then the partners swap roles. Go round the classroom and help pupils if needed.

## 6. Letters

T: *Look at the ABC poster. Say the ABC.* Say the alphabet from beginning to end, encourage the pupils to join in.

### Alphabet song

T: *Listen and sing.*

Ask a volunteer to come up to the board and point to the letters at random. Encourage the class to name the letters.

### Letters and sounds

Show "Vv" flashcard (letter-side) to the class and elicit its name. Ps: *Vv* [vi:]. Put the flashcard on the board. Repeat the procedure with the letters **Ww** [ˈdʌblju:]

and **Xx** [eks]. Say that today pupils will learn three more secrets of the English letters.  
 Take “Vv” flashcard and show it word-side to the class. Point to the picture and ask: *What’s this? A vase*. Encourage pupils to repeat the word.  
 Point to the underlined letter at the beginning of the word “vase” and ask: *What’s the first letter?* Ps: *Vv* [vi:]. T: *Yes, the letter Vv* [vi:].  
 Put your hand to your ear and say: *Listen: “vase”*. *What’s the first sound?* Ps: [v]. T: *Yes, the sound [v]*.  
 T: *What’s the secret?* Help the pupils if needed. Ps: *vase – the letter Vv* [vi:] – *the sound [v]*.  
 Repeat the procedure to introduce: window – the letter **Ww** [ˈdʌblju:] – the sound [w], fox – the letter **Xx** [eks] – the sounds [ks].

**PB, ex. 2**  
 For the procedure see Unit 5, lesson 4, activity 6.

### 7. Workbook activities

**Ex. 2**  
 Pupils draw lines to match the capital letters and small letters with the appropriate pictures.

### 8. Round-up

 Chant “What’s this? – It’s a house”.

## LESSON 6. MAGGIE’S FUNNY DREAM

<b>Aim</b> To develop speaking skills	<b>New language</b>	<b>Recycling</b> Animal words Colours Furniture words In, on, under Where’s the <i>dog?</i> – It’s on the <i>table</i> .
<b>Pronunciation and letters</b> [t] – ‘на заборчике’ [tʃ] – ‘на поезде’	<b>Classroom language</b> Look at the picture. Take your pencils. What animals can you see?	<b>You will need</b> <b>Pupils will need</b> coloured pencils.

### 1. Warm-up

 Chant “Where’s my little hare?”

**Key:** 1 – a computer. 2 – a telephone. 3 – a carpet. 4 – a book. 5 – a box. 6 – a lamp. 7 – Peter the Parrot.

### 2. Pronunciation

T(in L1): *Today you’re going to the Magic Dreams Country. You’re going to travel there by train, but first you have to make it: [t] [t] [t]. Listen and repeat: [t] – a table, a telephone, a carpet, a computer.*  
 T: *The train is ready! Let’s go! [tʃ][tʃ][tʃ]. Listen and repeat: [tʃ] – a chair, an armchair.*  
 T: *Listen to me and make the “train” sound and imitate a train when you hear [tʃ] in the words: table, chair, telephone, armchair, two, carpet, chicken, TV, cheese, computer, robot, parrot, chocolate.*

### 3. Guessing game (PB, ex. 1)

Say that today pupils are going to visit Maggie.  
 T: *Look at the fragments of some objects in the room below. Number 1. What’s this?* P1: *It’s a computer.* T: *Where’s the computer?* P2: *It’s on the table.* Etc.  
 Pupils work in pairs. P1 says the number of a fragment, P2 says what it is a part of. P1 asks *Where’s...?* question, P2 answers. Then pupils swap roles.

### 4. Funny dream (PB, ex. 2)

Explain that Maggie had a funny dream but in the morning she couldn’t remember it. Tell pupils to try to remember Maggie’s dream.  
 T: *Look at the picture for 1 minute. Try to remember the animals in the picture.*  
 T: *Close your books. What animals do you remember?*  
 Ps: *A monkey, a cat, a duck, etc.*  
 T: *Open the books. Look at the picture. Where’s the monkey?*  
 P1: *It’s on the carpet.* Etc.

T: *Look at the picture for 1 more minute. Try to remember where the animals in the picture are.*  
 Pupils work in pairs. P1 closes the PB, P2 keeps it open. P2: *Where’s the bear?* P1: *It’s on the sofa.* After a few questions the partners swap roles.

### 5. Moving activity (“Point to the window”)

Ask pupils to stand up, sing the song “Point to the window” and do the actions.

## 6. Workbook activities

### Ex. 1

Say that Maggie has made the houses for her toys but forgot which house is for each toy. Invite pupils to help Maggie to match the toys with their houses.

#### OPTION

Play a guessing game. One pupil chooses a toy house and describes it. P1: *I can see a table. I can see a computer. It's on the table.* Etc. The other pupils guess the character. Ps: *Robot!*

### Ex. 2

Pupils look for odd-one-out letters and cross them out. Go round the classroom and help if needed.

## 7. Round-up



Chant 'Where's my little hare?'

## LESSON 7. GOLDILOCKS

<b>Aim</b> To develop listening and speaking skills	<b>New language</b> Middle-sized* I'm hungry.* Bowl*	<b>Recycling</b> Furniture words Big, little Family words Action words I'm tired. / I'm angry. I can see a big table.
<b>Pronunciation and letters</b>	<b>Classroom language</b>	<b>You will need</b> Boxes of three different sizes Bowl (a picture or a real bowl) Song "Ten little teddy bears" (Unit 4, lesson 5)

### 1. Warm-up



Songs and chants of this unit.

### 2. Vocabulary practice

#### Chinese whispers

Ask pupils to stand in a line. Whisper a word combination to the first pupil in the line: *a big table*. The pupil has to whisper it to the next pupil, etc. The last pupil in the line has to come up to the board, draw "a BIG table" and say the sentence: *It's a big table*. Other word combinations for the game are: *a little table, a big chair, a little chair*.

### 3. Storytelling (PB, ex. 1)

#### Pre-listening

Take three boxes of different sizes. Point to them and say: *a big box, a little box, a middle-sized box*. Encourage pupils to repeat the word combinations. Recap the words (see Lesson 1, activity 3).

Point to the pictures on the board and elicit the words, e.g. *A big chair, a little chair*. Draw a middle-sized chair and elicit: *a middle-sized chair*. Repeat the procedure with drawing other objects of three different sizes.

Take a bowl and introduce the word: *It's a bowl. I can eat soup from it. A bowl*. Encourage pupils to repeat,

individually and in chorus. Then draw pictures of three bowls: *big, middle-sized and little* and elicit the word combinations from pupils.

Revise the words *tired* and *angry* using miming. Introduce **hungry**, rubbing your tummy.

T: *Open your books. What Russian fairy-tale do the pictures remind you of?* Ps (in L1): *Mashenka and three bears*. T: *English children have also got a fairy-tale about a girl lost in the woods and three bears but her name is different: Goldilocks.*

T: *Picture 1: Where's Goldilocks?* Ps: *In the house*. T: *What can she see?* Ps: *A table, a big chair, a middle-sized chair and a little chair; a big bowl, a middle-sized bowl and a little bowl.*

#### While-listening

T: *Listen and point to the pictures.*

#### Tapescript

1

Goldilocks: Hello. I'm Goldilocks. What a nice house! ... I can see a big table... And a big bowl, a middle-sized bowl and a little bowl! I'm hungry!

2

Goldilocks: Oh, no! I don't like the big chair! I don't like the middle-sized chair! I like the little chair! And... I like the food! Yummy!

3

Goldilocks: I'm tired. Oh, no! I don't like the big bed! I don't like the middle-sized bed. I like the little bed! Good night! (snores)

Father Bear: I'm angry! Look at my big chair!

Mother Bear: I'm angry! Look at my middle-sized bowl!

Baby Bear: Oh! Look at my little bed! I can see a girl!

Goldilocks: Aaa! Bears! Help!

T (in L1): *What happened in the story?* (Goldilocks got lost in the woods. She found a house and went into it. She was hungry and tried the food from three different bowls on the table. She was tired and she tried three beds. She liked the little bed. When the bears got home, they were angry because someone had been sitting on their chair, eating from their bowls and sleeping on their beds. When Goldilocks woke up and saw the bears, she ran away).

### Post-listening

Tell the story to pupils yourself and encourage them to look at the pictures and join in storytelling with the familiar words.

## 4. Moving activity (Listen and do)

Ask pupils to stand up. Divide them into three groups: "Big bears", "Middle-sized bears" and "Little bears". Tell pupils to listen to your instructions and follow them when you call "their" group. T: *Big bears, jump! Stop! Little bears, climb a tree! Stop! Middle-sized bears! Run! Stop!* Etc.

## 5. Workbook activities

### Ex. 1

Pupils categorise the pictures of different sizes into three groups: *bears, chairs, tables*. Then they name the pictures: *a big bear, a middle-sized bear, a little bear, etc.*

## 6. Round-up

 Song "Ten little teddy bears" from Unit 4.

## LESSON 8. MAGIC TOWN

<b>Aim</b> To develop speaking skills	<b>New language</b>	<b>Recycling</b> Furniture words In, on, under
<b>Pronunciation and letters</b>	<b>Classroom language</b> You've got one minute. Look at the picture. Look around. Remember the items of furniture. Remember the colours. Tick or cross. Join the dots. Let's revise the alphabet.	<b>You will need</b> Furniture and house flashcards Pictures of houses (a houseboat, a castle, a cave, a cottage, an igloo, a wigwam, etc.) Letter flashcards: Aa–Xx

### 1. Warm-up

T: *Look around. What can you see in the classroom?*

Ps: *I can see two windows. I can see the floor.* Etc.

### 2. Project preparation (PB, ex. 1)

T: *Look at the picture. Who can you see? Has he got a house? What has he got in his house?* Elicit pupils' answers. Tell pupils you are going to check their memory.

T: *You've got one minute. Look at the picture and remember the items of furniture and their colours.*

T: *Close your books. Say one sentence about the Bear's house. Don't repeat the other pupils' sentences.*

*Pupils describe the house by memory. The last person is the winner.*

T: *Do you like the Bear's house? Do you think the Bear likes the house?*

Draw pupils' attention to the pictures of fairy-tale characters at the bottom of the page. Elicit or teach their names.

A fairy	фея
Little Red Riding Hood	Красная Шапочка
A robot	робот
Winnie-the-Pooh	Винни-Пух
Cheburashka	Чебурашка

Say that at home pupils should invent and make houses for fairy-tale characters. Say that exercise 1 in their PBs gives them a model of how their project may look like. It doesn't mean that all the houses have to look similar to it.

Say that pupils may copy a house from a fairy-tale book or invent their own houses and items of furniture for their projects. To give pupils ideas of what houses may look like, show the class the pictures of different types of houses you have or draw simple pictures on the board and introduce the words in L1.

Tell pupils there are cutouts of fairy-tale characters in their WBs (page 113) to use in their projects. Elicit from pupils what other materials will be needed for the project.

Remind pupils to be ready to present their houses for a fairy-tale character in front of the class in the next lesson. Pupils will feel more confident with language if they speak for the characters (1<sup>st</sup> person singular).

### Model story about a house

Hello. My name's ... I've got a house. It's big. I've got a sofa. It's blue and yellow.

I've got a bookcase. It's big and brown.

I've got a brown table and a blue chair. I've got a computer. It's on the table. I've got two yellow lamps.

I've got a carpet. It's brown and yellow carpet. It's on the floor.

### 3. Moving activity (Snowball game)

Put the furniture and house flashcards on the board. Tell pupils they should be very careful when they play the following game. They speak in turn and repeat the sentences that the previous players have said and add a new one. The sentences shouldn't be said in the same order as the flashcards are arranged on the board. The flashcards are there to remind pupils of the words they already know.

T: *I can see a chair.* P1: *I can see a chair and a table.*  
P2: *I can see a chair, a table and a sofa.* Etc.

### 4. Workbook activities

#### Ex. 1

Ask pupils to name the items of furniture in the top line. Elicit the name of the character. Ps: *Karlsson*. Hold your WB, point to Karlsson and ask questions about him and the pictures in the top line. T: *How many beds has Karlsson got?* Ps: *One*. Point to number "one" in the box and say: *He's got one bed.* T: *Has Karlsson got a computer?* Ps: *No*. Point to the cross in the box and say: *He hasn't got a computer.*

Tell pupils to write the numbers and tick or cross the boxes about Karlsson first. Then they may draw any fairy-tale character and complete the boxes about an imaginary character's house. Go round the classroom and help pupils if necessary.

Check pupils' answers. T: *How many chairs has Kolobok got?* Etc.

#### Ex. 2

Revise the names of the English letters by showing the letter flashcards to pupils at random and eliciting their names.

Pupils join the dots in the alphabetical order.

➔ **Key:** A table.

### 5. Round-up

 Songs and chants of this unit.

## LESSON 9. I'VE GOT A NEW CHAIR!

<b>Aim</b> To develop listening and speaking skills	<b>New language</b> New*	<b>Recycling</b> Furniture words In, on, under
<b>Pronunciation and letters</b>	<b>Classroom language</b> Good boy / girl! Very good!	<b>You will need</b> Large sheet of paper to arrange pupils' projects as a Magic Town Glue or sellotape Counter for each pupil and a dice for each group Camera (optional) <b>Pupils will need</b> coloured pencils

Before the lesson collect pupils' projects "A house" and arrange them on a large sheet of paper to make / a Magic Town. Put it on the board.

### 1. Warm-up

 Songs and chants of this unit.

### 2. Project presentation (WB, ex. 1)

Before pupils start presenting their projects, ask them to look at the grid in their WBs. Draw their attention to the furniture pictures at the top of it and encourage the class to name them: *a chair, a table*, etc.

Explain that while one pupil will be presenting his/her project, the others are supposed to listen and tick the matching boxes in the grid. Make sure pupils understand

that they fill line 1 for the first pupil, line 2 for the second one, etc.

Point to pupils' projects and say: *a Magic Town*. Invite pupils, who are the inhabitants of the town, to describe their houses in turn. The rest of the class should be busy filling in the grid in their WBs.

To finish the activity you may ask pupils to look into their grids and answer your questions: *How many chairs are there? How many TVs are there?* Etc. Help the class count the ticks in their WBs.

When the presentation is over, you may take a photo of pupils around the Magic Town.

### 3. Board game (PB, ex. 1)

T: *Look at the pictures at the top of the game. What do the silhouettes stand for?* Ps: *A table, an armchair, a bed*, etc.

T: *Look at the board. What number is the table?* Ps: *4*.

T: *What number is the armchair?* Ps: *12*. Etc.

Tell the class it is a game with a start but without a finish. Pupils will take it in turns to throw a dice and move their counter the number of squares indicated by the dice. If they land on a picture they tick the corresponding silhouette, saying *I've got a new ...* When they reach the end of the board, they can start again. The aim is to collect all six items of furniture.

#### OPTION

Set a time limit for the game. At the end ask pupils what they have and what they don't have. T: *What have you got?* P1: *I've got a ... and a ...* T: *What haven't you got?* P2: *I haven't got a ...*

Divide the class into groups of three or four people. Say that everyone will play for themselves. Provide each pupil with a counter and each group with a dice.

Monitor the class and help pupils if needed.

### 4. Moving activity

Play a game that the winner of the board game chooses.

## 5. Workbook activities

### Ex. 2

Point to the letter-picture boxes in the WB and revise the letters, sounds and words: *snake – the letter Ss [es] – the sound [s]*, etc.

Encourage pupils to name the pictures at the bottom of the page.

Then point to *wolf* and ask: *What's this?* Ps: *Wolf*. T: *What's the first sound?* Ps: [w]. T: *Yes. Listen. Wolf – snake?* Ps: *No*. T: *Wolf – telephone?* Ps: *No*. T: *Wolf – window?* Ps: *Yes*. T: *What's the first sound?* Ps: [w]. T: *What's the first letter?* Ps: *w ['dʌblju:]*.

T: *Match the words with the first letters*. Go round the classroom and help pupils if needed.

Check pupils' answers. T: *Potatoes. What's the first sound? What's the first letter?* Etc.

➤ **Key:** s – soup, sausages, sweets; t – tea, TV, tiger; w – wolf, water.

### 6. Do you remember? (WB, ex. 1)

For the procedure see Unit 1, lesson 11, activity 7.

Ask pupils how many words they can say. Go through the pictures together and ask the class to name the pictures in chorus. Ps: *A house, a room, a window*, etc.

➤ **Key:** A house, a room, a window, a door, the floor, a table, a chair, an armchair, a bed, a sofa, a bookcase, a computer, a TV, a telephone, a lamp, a carpet, a mirror; in, on, under.

### 7. Round-up

Ask pupils to look at the introductory page for Unit 7 and say five sentences about the picture. P1: *I can see a telephone. It's red. It's on the table. I can see a dog. It's in the box*. Etc.

 Songs and chants of this unit.

# UNIT 8. I'M A PUPIL

**By the end of the unit pupils will be able to:**

- identify and describe school things;
- describe the location of school things in the classroom;
- borrow things;
- identify letters Aa – Zz.

## Vocabulary

**School:** a pupil, a teacher, a school, a classroom, the board, a desk  
**School things:** a bag, a book, a pencil-case, a pen, a pencil, a rubber, a ruler  
 Read, write, draw

## Structures

I can read / *write* / *draw*.  
 I like school.  
 Can I borrow a *pencil*? – Sure! Here you are.  
 Where's my *pencil*? – In my pencil-case.

## Project: “My school bag”

My name's Tanya. I'm a pupil. I'm in Class 1 A. I can read, write and draw.  
 I've got a bag. I've got five books (in my bag). I've got a pencil-case. It's green. I've got a pen and five pencils. I've got a pink ruler and a white rubber (in my pencil-case).

## LESSON 1. WHAT'S IN MY BAG?

<p><b>Aim</b>          To present and practise vocabulary          To develop listening skills</p>	<p><b>New language</b>          School, a bag, a pencil-case, a ruler, a rubber, a book, a pen, a pencil          Lesson*          I like school.*</p>	<p><b>Recycling</b>          Colours          I've got a <i>pencil</i>.          It's a <i>pencil</i>. It's <i>red</i>. It's a <i>red pencil</i>.</p>
<p><b>Pronunciation and letters</b>          [p] – ‘пыхтит’          [r] – ‘рычит’          [æ] – ‘как лягушка’          Letter-sound correspondence          Yy [waɪ] – yellow [j]          Zz [zed] – zebra [z]</p>	<p><b>Classroom language</b>          Let's get ready. Are you ready for the lesson? I'm ready for the lesson.          Show me your <i>bag</i>.          Take your <i>pen</i>. Put your <i>pen</i> in the <i>pencil-case</i>.          What colour do you like?          Trace the letters.          Look at the letters and say the ABC.</p>	<p><b>You will need</b>          Toy monster          School things          Lively music          Coloured pencils          Flashcard: Mrs Bell          ABC poster          Alphabet song (Unit 5, lesson 1)          Letter flashcards: Yy (colour the paint yellow), Zz</p>

### 1. Warm-up

T: *Are you ready for the lesson? I'm ready for the lesson. I've got a pen. I've got a pencil. A red / yellow / green pencil. What colour do you like?* Ps: *I like green.* Etc.

### 2. Unit presentation (PB)

Ask pupils to look at the introductory page and say any words they already know (*a pen, a pencil, a book, a bookcase, a window, a door, a table*). Tell the class that the unit is going to be about *school*.

### 3. Vocabulary presentation and practice

#### Presentation

Say that you are going to visit someone and ask pupils to guess their host (it is a monster). Don't show the toy to pupils at that moment and present the vocabulary in a story, using school things. T: *Let's get ready. It's a bag, bag* (show your bag). *Show me your bag, please* (to different pupils). Do the same with **a pen, a pencil, a book, a rubber, a ruler** and **a pencil-case**.

T: *Take your pen. Put your pen in your pencil-case* (show how you do that). *Put your pencil / rubber in your pencil-case. Put your pencil-case / ruler in your bag. Are you ready? Let's walk* (pupils stand up and walk). *Stop! Look! It's a monster!* (take the monster out of your bag). *Hello, boys and girls!*

#### Checking understanding

T: *Let's see if the monster remembers the school things.* Pupils say *yes* if he names the things correctly and *no* if he makes a mistake.

Monster: *It's a pen.* Ps: *Yes.* Etc.

#### Pronunciation

T (in L1): *Mrs Bell is in a hurry, she is panting:* [p] [p] [p]. *Listen and repeat:* [p] – *pen, pencil, pencil-case, a pink pencil-case.*

T: *The monster is roaring* [r] [r] [r]. *Listen and repeat:* [r] – *ruler, a red ruler, rubber, a grey rubber.*

T: *A frog has come, too.* [æ][æ][æ]. *Listen and repeat:* [æ] – *bag, a black bag.*

#### Practice

Monster: *I like school.* Ps: *I like school.* Ask pupils to help the monster to remember the school things. Arrange the school things on the table and name them. Encourage pupils to repeat.

### 4. Chant "A black bag" (PB, ex. 1)

The monster likes school things so much that he has made up a chant. Pupils listen and then say the words they understand.

Tapescript (in PB)

Pupils follow the pictures in their PBs and repeat each line after the cassette.

### 5. Listening (PB, ex. 2)

T: *The monster has a friend, Alesya. What has Alesya got?* Ps: *(She's got) a rubber.* Etc. Pupils listen to Alesya and point to the things as she mentions them.

Tapescript

Hello! My name's Alesya. I like school. My bag, my book, my pencil-case. I've got a pen. I've got a pencil. I've got a ruler. I've got a rubber! I'm a pupil!

Pupils say what they have in their bags. P1: *I've got a rubber. It's blue.*

### 6. Moving activity (Musical chairs)

Ask pupils to stand in a circle, put a chair with school things (the same number as the number of pupils) in the centre. Ask pupils to walk around the chair while music plays. When music stops, pupils take one school thing from the chair and say: *I've got a pen.* Etc.

### 7. Workbook activities

#### Ex. 1

Pupils trace and colour the school things in the pencil-case. Go round the classroom and ask: *What's this?* P: *It's a rubber.* T: *What colour is the rubber?* P: *It's pink.*

### 8. Letters

T: *Look at the ABC poster. Say the ABC.*

#### Alphabet song

T: *Listen and sing.*

#### Letters and sounds

Show "Yy" flashcard (letter-side) to the class and elicit its name. Ps: *Yy* [waɪ]. Put the flashcard on the board. Repeat the procedure with the letter **Zz** [zed]. Say that today pupils will learn the last two secrets about the English letters.

Take "Yy" flashcard and show it word-side to the class. Point to the picture and ask: *What colour?* Ps: *Yellow.*

Point to the underlined letter at the beginning of the word "yellow" and ask: *What's the first letter?* Ps: *Yy* [waɪ]. T: *Yes, the letter Yy* [waɪ].

Put your hand to your ear and say: *Listen: "yellow". What's the first sound?* Ps: [j]. T: *Yes, the sound [j].*

T: *What's the secret?* Help the pupils if needed. Ps: *yellow – the letter Yy* [waɪ] – *the sound [j].*

Repeat the procedure to introduce: zebra [ˈzebra] – the letter **Zz** [zed] – the sound [z].

#### PB, ex. 3

For the procedure see Unit 5, lesson 4, activity 6.

### 9. Workbook activities

#### Ex. 2

T: *What letters can you see?* Ps: *s, t, w, x, y, z.* T: *Trace the letters.*

Go round the classroom and help if necessary. Ask individual pupils: *What letter is it?*

### 10. Round-up

T: *What do you like?* P: *I like my pen.* Etc.

## LESSON 2. I HAVEN'T GOT A PENCIL

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Colours School words I've got a <i>pen</i> . I haven't got a <i>pen</i> . Have you got a <i>pen</i> ?
<b>Pronunciation and letters</b> [p] – 'ПЫХТИТ'	<b>Classroom language</b> Listen and point. Who/what can you see? Act out. Listen and tick or cross. Listen and colour.	<b>You will need</b> Pens and pencils Flashcard: Mrs Bell  <b>Pupils will need</b> coloured pencils

### 1. Warm-up

T: *Are you ready for the lesson? Have you got a pencil? Have you got a pen? Have you got a book?* Ask individual pupils.

#### Chain game

P1: *Have you got a pen?* P2: *Yes, I've got a pen. Have you got a rubber?* P3: *No, I haven't got a rubber.* Etc.

### 2. Pronunciation

T (in L1): *You are going to meet Mrs Bell. She has been running, so she is panting a little: [p] [p] [p]. Listen and repeat: [p] – pen, a pen, pencil, a pencil, I've got a pen, I've got a pencil.*

### 3. Cartoon (PB, ex. 1)

#### Pre-listening

T: *Look at the pictures. Who can you see?* Ps: *Maggie, Steve and Peter the Parrot.*

#### While-listening

T: *Listen. What problem has Steve got?*

#### Tapescript

1

Steve: *Oh, I haven't got a pen. Have you got a pen, Maggie?*  
Maggie: *Yes.*

2

Steve: *I haven't got a pencil. Have you got a pencil, Maggie?*  
Maggie: *Yes, Steve.*

3

Maggie: *Steve, look! Peter the Parrot!*

4

Maggie: *Have you got a pen, Peter?*  
Peter the Parrot: *Yes! Ha-ha-ha.*

Ask pupils about Steve's problem. Ps: *He hasn't got a pen. He hasn't got a pencil.*

### Scrambled listening

Tell pupils to listen to the cassette, find the right pictures and point to them. T: *Listen and point.*

Alternatively, you may ask pupils to write the numbers of the pictures in their PBs (in pencil) in the order they will hear the dialogues.

➔ **Key:** 3, 1, 4, 2.

### Post-listening

Listen to the cartoon sentence by sentence and repeat.

T: *Listen and repeat.*

T: *Act out the cartoon.*

### 4. Moving activity (Pass around)

Pupils stand in a line. One pupil ("it") comes to the front and turns his back to the class. Give a pencil to one of the pupils in the group and ask him/her to hide it. Ask "it" to turn to the class and look for the pencil by coming up to each pupil and asking the question: *Have you got a pencil?* until he/she finds it. Ps: *I haven't got a pencil.*

Continue with several other pupils and other objects.

### 5. Workbook activities



#### Ex. 1

T: *Look at the pictures. Who can you see?* Ps: *Mrs Bell, Steve, Maggie.* T: *What can you see?* Ps: *Pens, pencils, books.*

T: *Listen to each character, tick what they have got and cross what they haven't got.*

#### Tapescript

1

Mrs Bell: *My name's Mrs Bell. I haven't got a pencil. I've got a brown book. I've got a red pen.*

2

Steve: *My name's Steve. I haven't got a book. I've got a blue pencil. I've got a black pen.*

Maggie: My name's Maggie. I haven't got a pen. I've got a grey pencil. I've got a red book.

T: *Listen and check.*

Check pupils' answers. T: *Has Mrs Bell got a book?* Ps: *Yes.*

T: *Listen and colour.*

T: *Listen and check.*

Check pupils' answers. T: *What colour is Mrs Bell's book?*

Ps: *Brown.* Etc.

### Ex. 2

Explain to pupils that the children in the picture have lost some of their school things on the way to school.

Ask pupils to help the children find their things according to the shapes of the holes in the bags.

Check by asking pupils to tell you what each character in the picture is saying. T: *Number 1.* P1: *I haven't got a pen.* Etc.

## 6. Round-up



Chant "A black bag".

## LESSON 3. HOW MANY PENCILS?

<p><b>Aim</b> To present and practise vocabulary To develop listening and speaking skills</p>	<p><b>New language</b> A teacher, a pupil, a desk Plurals: <i>pens, pencils, books, bags, rulers, rubbers, pencil-cases</i> Classroom*, lesson*, board*</p>	<p><b>Recycling</b> School words Numbers. <i>I've got a pencil.</i> <i>I haven't got a rubber.</i> <i>How many pencils?</i></p>
<p><b>Pronunciation and letters</b> [s] – 'змейки' [z] – 'пчелки' [ɪz] – 'коробки'</p>	<p><b>Classroom language</b> <i>Are you ready for the lesson?</i> <i>I'm ready for the lesson.</i> <i>Let's count.</i> <i>What can you see?</i> <i>The lesson is over.</i></p>	<p><b>You will need</b> School things flashcards School flashcards Magic Box Flashcards: Maggie and Steve Toy cat and toy mouse for acting out <b>Pupils will need</b> coloured pencils.</p>

### 1. Warm-up

Chant "A black bag".

T: *I'm ready for the lesson. I've got a pen, a pencil, a pencil-case, a book, a bag. Are you ready for the lesson? Have you got a pen? Show me your pen, please.* P: *I've got a pen,* etc. T: *Who hasn't got a rubber?* P: *I haven't got a rubber.* Etc.

### 2. Vocabulary presentation and practice

#### Presentation

Take the flashcards out of the Magic Box and introduce the words: **A teacher, a pupil.** *A teacher sits at the table. A pupil sits at the desk. A desk.* Encourage pupils to repeat the words.

Put the flashcards on the board and recap the words. Point to the flashcards and pupils name the words in the following order.

1. A teacher.
2. A pupil. A teacher, a pupil.
3. A desk. A teacher, a pupil, a desk.

#### Checking understanding

Point to yourself, to pupils in the class, to desks and say the words. If you name them correctly, pupils say *yes* and repeat the word after you. If you "make a mistake", pupils say *no*. T: *A teacher, a desk, a pupil,* etc.

#### Practice

Point to yourself, to pupils in the class, to desks and elicit the words from pupils. T: *A teacher, a desk, a pupil,* etc.

#### Pronunciation

T (in L1): *Mrs Bell has got a friend that hisses like a snake:* [s][s][s]. *Listen and repeat:* [s] – *books, carpets, desks, elephants, giraffes.*

T: *Another Mrs Bell's friend buzzes like a bee:* [z][z][z]. *Listen and repeat:* [z][z][z] – *pupils, teachers, bags, pens, pencils, rubbers, rulers.*

#### Practice

T: *How many boys? How many girls? How many pupils? How many desks?* Count the boys / girls / pupils / desks together.

#### PB, ex. 1

T: *Look at the pictures. Let's count together:* [s] – *snakes. One book, two ...* Ps: *... books, three books.* T: *One desk, two ...* Ps: *... desks.* T: [z] – *bees. One pen, two ...* Ps: *... pens,* etc.

T: [ɪz] — *boxes. One pencil-case, two... Ps: ... pencil-cases.* Then pupils count their school things in pairs. Go round the classroom and ask pupils: *How many rubbers?* Etc. Pupils say how many pencils they have. P: *I've got three pencils.* Etc.

### Post-listening

Pupils act out a lesson in the mouse school. Write C-A-T on the board. The roles are: *the teacher, the cat, the mice.* You can act out only the part which begins with the first words of the mouse teacher.

## 3. Cartoon (PB, ex. 2)

### Pre-listening

Ask what Maggie is doing (sleeping) and what she is dreaming about.

T: *It's a **classroom**. What can you see in the classroom? Count the pupils / desks / windows. One mouse is in the bag. One mouse is under the desk. Look at the board. Say the letters C-A-T.*

### While-listening

T: *Listen and say what happened.*

### Tapescript

Maggie: *Let's go to school.*

Steve: *To school? At night?*

Maggie: *Hush!*

Steve: *What can you see?*

Maggie: *I can see desks: one, two, three... six desks.*

Steve: *I can see a big mouse.*

Maggie: *The mouse is the teacher!*

Steve: *Let me see. One little mouse, two, three... one mouse is under the desk. One mouse is in the bag.*

Maggie: *Mice go to school at night. It's a lesson!*

Mouse teacher: *Hello, boys and girls!*

Mice: *Hello!*

Mouse teacher: *Look at the board. Say the letters: C-A-T.*

Mice: *C-A-T.*

Mouse teacher: *Good. What's this?*

Cat: *Miaow!*

Mouse teacher: *It's a cat! The lesson is over. Run!*

Pupils listen again, point to what they hear and say the letters C-A-T with the mice.

## 4. Moving activity (Listen and do)

Divide the class into two groups: "Teachers" and "Pupils". Say the instructions and encourage pupils to do "their" actions, e.g. T: *Teachers, stand up. Pupils, close your eyes. Teachers, touch your nose. Pupils, point to a chair.* Etc.

## 5. Workbook activities

### Ex. 1

T: *How many desks?* Count the desks together. Ps: *One.* Draw their attention to the number at the bottom of the exercise. Explain that they should count the school things in the picture and write the number in the appropriate boxes.

➔ **Key:** 1 desk, 2 chairs, 3 pencil-cases, 5 rubbers, 6 pencils.

### Ex. 2

Pupils find the letters in the picture, colour them and count the school things. T: *How many rulers?*

## 6. Round-up

T: *Put your pen in the pencil-case. Put your pencil in your pencil-case. Put your pencil-case in your bag.* Etc.

T: *Bye-bye! The lesson is over!*

## LESSON 4. CAN I BORROW A PENCIL?

<p><b>Aim</b> To teach pupils how to borrow things To develop listening skills</p>	<p><b>New language</b> — Can I borrow a <i>pencil</i>? — Sure, here you are.</p>	<p><b>Recycling</b> School and school words I've got a <i>pencil</i>. I haven't got a <i>rubber</i>. Colours</p>
<p><b>Pronunciation and letters</b> [ɾ] — 'рычит' [θ] — 'дразнится' Rising intonation of questions: <i>Can I borrow a pencil?</i></p>	<p><b>Classroom language</b> — I'm sorry. — Don't worry, it's OK.</p>	<p><b>You will need</b> School things Coloured pencils Flashcard: Mrs Bell Letter flashcards: Aa—Zz</p>

## 1. Warm-up

T: *I'm a teacher. I'm ready for the lesson. I've got a pencil, I've got a ruler, I've got a book* (show the school things). *You are pupils. Are you ready for the lesson?* P1: *Yes. I've got a ruler.* Etc. (Each pupil says one thing.)  
Say to pupils that you have left your pen at home.  
T: *I haven't got a pen.* Ask them if anyone has left anything at home. P1: *I haven't got a ruler.* Etc. Respond to every pupil: *Don't worry, it's OK.*

## 2. Structure presentation and practice

### Presentation

T: *I haven't got a pen. Can I borrow a pen?* Encourage a pupil to give you a pen. P: *Here you are.* T: *Thank you.* Ask another pupil to do the same and then give both the pens back saying: *Here you are.* Do the same with a pencil, a ruler, a rubber. If a pupil does not have a pencil, encourage him/her to say: *I haven't got a pencil.* Say: *Don't worry, it's OK.*

### Pronunciation

T (in L1): *Mrs Bell has brought her friend who is roaring/roars:* [r] [r] [r]. *Listen and repeat:* [r] — *ruler, rubber, borrow, can I borrow, can I borrow a pencil, can I borrow a ruler?*

T: *One friend is teasing us:* [θ] [θ] [θ]. *Listen and repeat:* [θ] — *thank you, thank you very much.*

T: *Mrs Bell wants to teach pupils to ask questions. Listen and repeat and show the intonation with your hands, going up or down:* √ *A pencil.* ↗ *A pencil? Can I borrow ↗ a pencil?* √ *A ruler.* ↗ *A ruler? Can I borrow ↗ a ruler?*

### Practice

Show the coloured pencils, count them and check if pupils remember the colours: T: *What colour is it?*

Ask pupils to borrow the pencils from you. Ps: *Can I borrow a pencil?* T: *What colour?* Ps: *Red.* T: *Sure, here you are.* After you have given out all the pencils, ask pupils to give back your pencils. T: *Where's my red pencil?* P1: *Here you are* T: *Thank you.* Etc.

### PB, ex. 1

In pairs pupils speak for Peter: *I've got a pencil.* Etc. Then they speak for the children: *I haven't got a pencil.* Etc.

## 3. Chant "Can I borrow a pencil?" (PB, ex. 2)

### Pre-listening

Pupils look at the picture of the girls and say what they think the first girl is asking. Ps: *Can I borrow a pencil?* Elicit the second girl's answer: *Here you are.* Repeat the same with the boys. The first boy: *I haven't got a ruler.* The second boy: *Don't worry, it's OK.*

## While-listening

T: *Listen and point to the pictures.*

### Tapescript

Girl 1: *Can I borrow a pencil?*

Girl 2: *A pencil?*

Girl 1: *Yes, a pencil.*

Girl 2: *Sure, here you are.*

Girl 1: *Thank you, thank you.*

Boy 1: *Can I borrow a ruler?*

Boy 2: *A ruler?*

Boy 1: *Yes, a ruler.*

Boy 2: *I haven't got a ruler. I'm sorry, I'm sorry.*

Boy 1: *Don't worry, it's OK.*

Practise the chant with pupils. Take the roles of the first girl and the first boy, pupils speak for the second girl and the second boy. Change the roles.

Divide pupils into 4 groups: group 1 speak for the first girl, group 2 — for the second girl, group 3 — for the first boy, group 4 — for the second boy. Then groups swap roles.

Practise the dialogues in groups of four pupils.

## 4. Moving activity (Pass around)

Ask pupils to stand in a circle, P1 is in the centre. Ask him/her to close his/her eyes. Pupils pass one school thing (e.g. a ruler) behind their backs. After you say *Stop* P1 opens his/her eyes and asks any pupil: *Can I borrow a ruler?* If he/she doesn't have the ruler, they say: *I haven't got a ruler.* The pupil who has the ruler says: *Sure, here you are* and stands in the centre.

## 5. Workbook activities



### Ex. 1

T: *Have you got a pencil?* Encourage pupils to borrow it from you if they need a pencil. P1: *Can I borrow a pencil?*

T: *What colour?* P1: *Red.* T: *Here you are.*

T: *What can you see? Who can you see?*

T: *Listen and match the pictures.*

### Tapescript

1

Maggie: *Hello, Mr Compy!*

Mr Compy: *Hi, Maggie!*

Maggie: *Can I borrow a pencil?*

Mr Compy: *Sure, here you are.*

Maggie: *Thank you.*

2

Steve: *Hello, Monster!*

Monster: *Hi, Steve!*

Steve: *Can I borrow a pen?*

Monster: *Sure, here you are.*

Steve: *Thank you.*

3

Peter: *Good morning, Mrs Bell!*

Mrs Bell: *Good morning, Peter!*

Peter: Can I borrow a rubber?  
 Mrs Bell: Sure, here you are.  
 Peter: Thank you.

T: *Listen and check.*  
 Check pupils' answers. T: *Hello, Mr Compy! Can I borrow*  
 ... Ps: ... *a pencil?* Etc.

**OPTION**

The conversations can be acted out.

**Ex. 2**

Pupils cross out the letters which are different.

**6. Round-up**

 Chant "Can I borrow a pencil?"

**LESSON 5. "A" IS "AN APPLE"**

<b>Aim</b> To revise the alphabet	<b>New language</b>	<b>Recycling</b> Alphabet key words
<b>Pronunciation and letters</b> Letter-sound correspondence: Aa– Zz	<b>Classroom language</b> Sing the song together. Listen and colour the capital letters.	<b>You will need</b> ABC poster Alphabet song (Unit 5, lesson 1) Letter flashcards: Aa–Zz Magic Box

**1. Warm-up**

**I spy**

Tell pupils to point to the objects in the classroom beginning with the sounds you call out and say them aloud.

T: *I spy with my little eye something beginning with [b].*

Ps: *Bag, book, etc.*

"I" is "ice-cream",	"R" is "a rocket",
"J" is "jam",	"S" is "a snake",
"K" is "a kangaroo",	"T" is "a telephone",
"L" is "a lemon",	"U" is "a uniform",
"M" is "a mouse",	"V" is "a vase",
"N" is "a nut",	"W" is "a window",
"O" is "an orange",	"X" is "a fox",
"P" is "a pig",	"Y" is "yellow",
"Q" is "a queen",	"Z" is "a zebra".

Say the chant without the cassette. Encourage pupils to join in with the words and point to the letters in their PBs.

 **2. Alphabet song**

T: *Sing the song together.* Point to the letters on the ABC poster as they are mentioned.

 **3. Alphabet chant (PB, ex. 1)**

T: *Open your Pupil's Books.*

The class work in pairs. Pupils say the alphabet and point to the letters in turns. Monitor the class.

Take the letter flashcards out of the Magic Box and elicit their names. Ps: *Bb* [bi:], *Hh* [etʃ], *Zz* [zed], etc.

Hand out the letter flashcards to the groups of pupils. Tell them to revise the key words, sounds and letters in each picture. Demonstrate the activity with any letter flashcard. T: *Snake – the sound* [s], *the letter Ss* [es].

Go round the classroom and help pupils if needed.

Check pupils' answers. T: *Letter Aa* [eɪ]. Pupils that have the flashcard with "Aa": *Apple – the sound* [æ]. Etc. Say the letters in alphabetical order and elicit pupils' answers.

T: *Listen to the Alphabet chant and point to the pictures.*

**Tapescript**

"A" is "an apple",	"E" is "an elephant",
"B" is "a bus",	"F" is "a frog",
"C" is "a cat",	"G" is "a girl",
"D" is "a dog",	"H" is "a horse",

**4. Moving activity  
(Making the alphabet)**

Hand out all the letter flashcards to pupils. Some pupils may have several flashcards. Explain to the class that they will say the alphabet naming their letters in the correct order. P1: *Aa*. P2: *Bb*. P3: *Cc*. Etc.

You may ask pupils to stand up as they name "their" letters.

**5. Workbook activities**

**Ex. 1**

T: *Trace the letters.*

Go round the classroom and ask: *What letter? What's this? What sound?*

**6. Round-up**

 Alphabet song or Alphabet chant.

## LESSON 6. ANIMAL SCHOOL

<p><b>Aim</b> To present and practise vocabulary To develop listening and speaking skills</p>	<p><b>New language</b> Read, write, draw.</p>	<p><b>Recycling</b> I've got a ruler. I haven't got a ruler. Can I borrow a ruler? — Sure, here you are. School words Action words I can <i>read</i>.</p>
<p><b>Pronunciation and letters</b> [r] — 'рычит' Rising intonation of questions <i>Can I borrow ↗ a pencil?</i></p>	<p><b>Classroom language</b> I've got something in the Magic Box. Guess. What can you see? Act out.</p>	<p><b>You will need</b> School things Masks or flashcards (frog, monkey, elephant, snake, bee) Magic Box <b>Pupils will need</b> coloured pencils</p>

### 1. Warm-up

T: *I've got something in the Magic Box. Guess.* (frog, monkey, bee, elephant and snake) Ps: *Have you got a pen / dog, etc?* Say for the animals: (frog) *I can jump.* (elephant) *I can walk.* (bee) *I can fly.* (snake) *I can swim.* Pupils say one thing they can do. Ps: *I can dance / sing / run,* etc. Say that the animals want to go to school and learn to read, write and draw.

### 2. Vocabulary presentation and practice

#### Presentation

Introduce the new words by miming the actions. Encourage pupils to repeat them after you. Open a book and mime reading it turning the pages over. T: *I can read.* As individual pupils: *Can you read?* P1: *I can read.* Introduce *write* and *draw* in the same way.

#### Checking understanding

Ask pupils to mime the action as you say them: *write, draw, read.*

#### Pronunciation

T (in L1): *One of Mrs Bell's friends is roaring / roars:* [r] [r] [r]. *Listen and repeat:* [r] — ruler, rubber, write, read, draw, borrow. *Can I borrow ↗ a pencil? Can I borrow ↗ a ruler?*

#### Practice (Chinese whispers)

Ask pupils to stand in a line. Whisper a sentence to the first pupil in the line: *I can draw.* The pupil has to whisper the sentence to the next pupil, etc. The last pupil in the line has to say the sentence aloud and mime it (come up to the board and draw a simple picture of anything, e.g. *a house*).

### 3. Storytelling (PB, ex. 1)

#### Pre-listening

Speak about the pictures. T: *What animals can you see? What school things can you see? Look at picture 6. Is the frog happy?* Etc.

#### While-listening

T: *Listen and point to the pictures.*

#### Tapescript

1

Froggie: Hooray! I'm a pupil! I can read, I can write, I can draw.

Animals: What have you got?

Froggie: I've got a pen, a pencil, a ruler and a rubber.

2

Monkey: Hello!

Froggie: Hi!

Monkey: I haven't got a pen. Can I borrow your pen, please?

Froggie: Sure, here you are.

Monkey: Thank you.

3

Elephant: Hi!

Froggie: Hello!

Elephant: I haven't got a ruler. Can I borrow your ruler, please?

Froggie: Sure, here you are.

Elephant: Thank you.

4

Snake: Nice to see you.

Froggie: Hello!

Snake: I haven't got a pencil. Can I borrow your pencil, please?

Froggie: Sure, here you are.

Snake: Thank you.

5

Bee: Z-z-z-z. I haven't got a rubber. Can I borrow your rubber, please?

Froggie: Sure, here you are.

Bee: Thank you.

6

Froggie: Oh, dear, I'm very, very sad! I haven't got a pencil. I haven't got a pen.

Stop and ask why the frog is crying.

7

Monkey: Hello, Froggie! Here's your pen. Thank you very much!

Elephant: Here's your ruler. Thank you very much!

Snake: Here's your pencil. Thank you very much.

Bee: Here's your rubber. Thank you very much.

Monkey: Here's a banana.

Froggie: Thank you. I love you very much!

Check if pupils have understood the ending.

### Post-listening

Divide pupils into 5 groups and give out the masks or flashcards of the main characters to one pupil in every group. Pupils listen again and put up their hands when their character is speaking. Then pupils act out the story.

Hold your WB, point to the frog and ask questions about him and the pictures in the top line. T: *Can the frog draw?* Ps: *Yes.* Point to the tick in the box and say: *He can draw.* T: *Has the frog got a pencil?* Ps: *Yes.* T: *He's got a pencil.* Tell pupils to tick or cross the boxes about the frog first. Check together. T: *What can the frog do? What has the frog got?*

Remind pupils of the name badges they made at the beginning of the school year and tell them to draw their faces in the bottom like the one on the left. Then pupils tick or cross the boxes about themselves. Go round the classroom and speak to individual pupils. T: *What can you do? What have you got?*

## 4. Workbook activities

### Ex. 1

Pupils match the animals to the things which the frog has given to them. Go round the classroom and ask individual pupils: *What's this? Who's got a rubber?* Etc. Check pupils' answers. T: *What has the elephant got?* Etc. Pupils can also colour the picture. Then ask pupils to describe their pictures. P: *My elephant is grey. My rubber is blue.* Etc.

### Ex. 2

Ask pupils to say the action words and name the school things in the top line.

## 5. Round-up

Pupils speak about their favourite characters from the story. P: *I like the frog. He's nice / kind.*

## LESSON 7. IN THE CLASSROOM

<b>Aim</b> To present and practise vocabulary To teach pupils how to describe their classroom To develop listening and speaking skills	<b>New language</b> Classroom, board Lesson*, mess*	<b>Recycling</b> School words Furniture words In, on, under
<b>Pronunciation and letters</b> [tʃ] — 'на поезде' [ɔ:] — 'БОЛИТ ЖИВОТИК'	<b>Classroom language</b> Can I borrow a pencil? — Sure, here you are. Don't worry, it's OK. I've got something in the Magic Box. Look, what is it? Act out.	<b>You will need</b> Teddy bear (or any other toy) Magic Box School things School flashcards Flashcard: Mrs Bell Letter flashcards: Aa—Zz <b>Pupils will need</b> coloured pencils

### 1. Warm-up

 Chant "Can I borrow a pencil?" Pupils borrow things in a chain. P1: *Can I borrow a ruler?* P2: *Sure, here you are. Can I borrow a pen?* P3: *Sure, here you are.* Etc. Then pupils give the things back. Ps: *Here you are.*

### 2. Vocabulary presentation and practice

#### Presentation

T: *I've got something in the Magic Box. Look, what is it? Do you remember the name?* Ps: *Teddy.* Speak for the toy: *How are you? How old are you? Have you got a pen? Can I borrow your pen?* Etc.  
 T: *Teddy wants to go to school. This is his **classroom**.* Draw a square on the board. T: *It's a window. It's a door. It's the*

*floor.* Say that there is no furniture in the classroom and ask pupils to help you. They can remember the words: *a table, a chair, a bookcase, a desk, a computer.* Draw this furniture on the board inside the square. Add the words **the board, the teacher, a pupil.**

#### Pronunciation

T (in L1): *Mrs Bell has come by train:* [tʃ][tʃ][tʃ]. *Listen and repeat:* [tʃ] — *teacher, chair, on the chair, under the chair.*

T: *She has a tummy ache:* [ɔ:] [ɔ:] [ɔ:]. *Listen and repeat:* [ɔ:] — *door, floor, on the floor, board, go to the board.*

#### Practice

T: *Teddy has learned the new words. Listen and do the actions.*  
 Speak for the toy: *Go to the window / door / board / teacher's table / your desk.* Then pupils take the role of Teddy.

T: *Teddy is very naughty today.* Move it around the classroom and say: *on the table, in the table, under the table; on the chair, under the chair; in the box, on the box, under the box.* Encourage pupils to repeat after you.

**PB, ex. 1**

T: *Where's the book?* Ps: *On the table.* T: *Where's the ruler?* Ps: *On the desk.* T: *Where's the bag?* Ps: *Under the desk.*

Pupils ask and answer the questions in pairs.

Pupils listen again. Stop the cassette and invite pupils to answer the mother's questions. Then pupils ask questions for Steve: *Where's my bag? Where's my pencil-case? Where's my ruler?*

**Post-listening**

Pupils act out the dialogue.

 **3. Listening (PB, ex. 2)**

**Pre-listening**

T: *Look at the picture. Where's Steve? In the classroom? In the room?* Ps: *In the room.* Draw pupils' attention to the mess in the room. T: *Do you like Steve's room? I don't like it. The room is in a mess.* Check pupils' understanding.

**While-listening**

T: *Listen and say what happened.*

**Tapescript**

Mum: Steve!  
 Steve: Yes, Mum! Oh, no! What a mess! Mum! Where's my bag?  
 Mum: On the chair?  
 Steve: No, it's under the table. Mum! Where's my pencil-case?  
 Mum: In the bag?  
 Steve: No, it's on the table. Look at the book! Where's my ruler?  
 Mum: Steve! Look at the dog!  
 Steve: My ruler! Tut-tut, Lucky! Give it here!

**4. Workbook activities**

**Ex. 1**

Pupils trace the pictures and then comment in pairs. Ps: *(The pen is) in/on/under the pencil-case. (The bag is) in/on/under the desk. (The ruler is) in/on/under the bag.*

**Ex. 2**

Pupils say the letters together in alphabetical order, then colour them and answer the questions. T: *Where's A (B,C)?* Ps: *On the board.* T: *Where's D (E)?* Ps: *On the table.* T: *Where's F (G, H, I, J, K, L, M, N)?* Ps: *On the desk.* T: *Where's O (P, Q, R, S, T, U, V, W, X, Y, Z)?* Ps: *In the bookcase.*

**5. Round-up**

 Alphabet song.

You can ask pupils where they keep their school things at home. Ps: *On the table. / In the bag. / On the floor. / Under the chair.* Etc.

**LESSON 8. I'M IN CLASS 1A**

<p><b>Aim</b> To develop listening and speaking skills</p>	<p><b>New language</b> I'm in Class 1A.</p>	<p><b>Recycling</b> School words Letters Numbers Action words My name's... I'm a pupil. I've got a bag.</p>
<p><b>Pronunciation and letters</b></p>	<p><b>Classroom language</b> Listen and guess. Count.</p>	<p><b>You will need</b> Doll Model of the project "My school bag" (make it yourself) <b>Pupils will need</b> coloured pencils</p>

**1. Warm-up**

**Peter says**

Pupils perform the actions you will say only if you add "Peter says". If not, they stand still. T: *Climb a tree, read, jump, fly, open your Pupil's Books, draw, close your eyes,* etc.

**2. Speaking (PB, ex. 1)**

T: *Look at the pictures. How many pencil-cases? Count! Ps: One pencil-case, two pencil-cases, ... six pencil-cases.* T: *Look at pencil-case number 1. What colour is the pencil-case? How many rubbers? How many pencils? How many pens?* T: *Listen and guess. I can see a ruler. I can see six pencils. I can see a pen. What number?* Ps: *Four.*

Pupils work in groups. P1 tells a riddle about one of the pencil-cases, P2 guesses it. Then pupils swap roles.

### 3. Project preparation (PB, ex. 2)

Tell pupils that at home everyone will make a model of their school bag and present it in front of the class in the next lesson. Pupils can see an example of the project in exercise 2 in their PBs.

Tell the class the doll has made her project and wants to present it to pupils. Show the class the model you have made before the lesson and speak for the toy.

#### Model story

My name's Tanya. I'm a pupil. I'm in Class 1 A. I can read, write and draw. I've got a bag. I've got five books in my bag. I've got a pencil-case. It's green. I've got a pen and five pencils. I've got a pink ruler and a white rubber in my pencil-case.

Explain to the class that they may use cutout 5 (WB, page 115) and some action pictures (WB, page 119) to make their projects.

### 4. Moving activity (Snowball game)

Tell pupils they should be very careful when they play the following game. They should speak in turn and repeat the sentences that the previous players have said and add a new one.

T: *I'm a pupil. I'm in Class 1B. I've got a bag.* P1: *I'm a pupil. I'm in Class 1B. I've got a bag and a pencil-case.* P2: *I'm a pupil. I'm in Class 1B. I've got a bag, a pencil-case and ten pencils.* Etc.

### 5. Workbook activities



#### Ex. 1

T: *Look. What letters can you see?* Pupils name the letters at the top of three grids in chorus. T: *What numbers can you see?* They say the numbers.

Pupils should listen carefully to the letters and numbers they hear and colour the boxes where the letters and numbers meet. Explain that by the end of the activity pupils will be able to see three secret letters hidden in the grids. Demonstrate the activity. T: *C2.* Point to the letter C and trace the column down. Then point to number 2 and trace the line horizontally. Point to the grey box and say: *C2.*

T: *Listen and colour.* Play the cassette and make stops after each letter-number combination if needed for pupils to find the box and colour it.

#### Tapescript

- C2, C3, C4, C5, C6, D6, E6, F6.
- L2, M2, N2, O2, P2, N3, N4, N5, N6.
- U2, U3, U4, U5, U6, V4, W4, X2, X3, X4, X5, X6.

➔ **Key:** Letters L, T, H.

### OPTION

You may stop the cassette when one letter is done and elicit the name of the letter pupils have got.

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									

	J	K	L	M	N	O	P	Q	R
1									
2									
3									
4									
5									
6									
7									
8									

	S	T	U	V	W	X	Y	Z
1								
2								
3								
4								
5								
6								
7								
8								

#### Ex. 2

Pupils tick the boxes if the capital and small letters are the same and cross the boxes if the letters are different.

#### Ex. 3

Make sure all pupils have coloured pencils on their desks. T: *Listen and colour the capital letters.* Make pauses for pupils to be able to find the correct pencil and colour the capital letter. T: *B is green. D is purple. F is grey.* Etc.

Then pupils colour the small letters themselves using the clue: corresponding capital and small letters should be of one colour. Monitor the class and speak to individual pupils: *What letter is this? Is it capital or small? What colour is this letter?*

### 6. Round-up



Songs and chants of this unit.

## LESSON 9. LET'S PLAY HOPSCOTCH!

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Alphabet Numbers Colours Animal words Food words School words Family words I've got a <i>bag</i> . It's <i>brown</i> .
<b>Pronunciation and letters</b>	<b>Classroom language</b> Let's play. Listen and cross out the letters.	<b>You will need</b> Letter flashcards Magic Box Feely bag Coin, two counters Coloured flashcards or coloured pencils Blindfold (a scarf) School things Camera (optional) <b>Pupils will need</b> coloured pencils.

### 1. Warm-up

 Songs and chants of this unit.

### 2. Project presentation (WB, ex. 1)

Before pupils start presenting their projects, ask them to look at the grid in their WBs. Draw their attention to the school thing pictures at the top of it and encourage the class to name them: *a bag, a pencil-case, a book*, etc. Explain that while one pupil will be presenting his/her project, the others are supposed to listen and tick the boxes or write the numbers in them. Make sure pupils understand that they should fill line 1 for the first pupil, line 2 for the second, etc.

Invite pupils to present their school bags in turn. The rest of the class fill in the grid in their WBs.

To finish the activity you may ask pupils to look into their grids and answer your questions: *How many rulers? How many rubbers?* Etc. Help the class count the ticks in their WBs.

When the presentation is over, you may take a photo of pupils holding their projects.

### 3. Board game (PB, ex. 1)

T: *Look at the picture. What game are the children playing?* Help pupils with the English word: *hopscotch*. Say that British children play hopscotch, too.

Divide the class in two teams and let them choose a team name themselves. Explain the rules of the game. The teams will toss a coin and if it shows "heads", the team will take one step forward. "Tails" mean two steps. When a team land on a number, they work as a group.

### RULES

- 1 – Say the alphabet.
- 2 – Say the numbers from 1 to 10.
- 3 – Name the colours the teacher points. (Use the colour flashcards or coloured pencils.)
- 4 – Each player in the team has to name one animal without repeating those that have been said.
- 5 – Say the numbers from 1 to 10 backwards.
- 6 – Each player in the team has to say one sentence about food they like and one sentence about food they don't like.
- 7 – Each player in the team opens his/her pencil-case and says what he/she has got in it.
- 8 – Each player in the team says true sentences about family members they have.
- 9 – Sing the song "Head and shoulders" with the actions.
- 10 – Sing the song "Old McDonald".

Provide pupils with a counter, one for each team. Pupils will also need one coin and one PB. Help the teams with moving their counters on the board.

### 4. Moving activity (Feely bag game)

Collect some school things from pupils for the game. T: *Have you got a pen? Can I borrow your pen, please?* Etc. Put them into a bag.

Invite a volunteer to demonstrate the game. Put a scarf over his/her eyes and invite him/her to take any school thing out of the bag. He/She has to guess the object by feeling its size and shape. Ps: *What's this? P1: It's a ... pencil.*

Play the game several times.

## 5. Workbook activities

### Ex. 2

Draw pupils' attention to the letters at the bottom of the page in their WBs. Encourage them to point to them and say the alphabet.

T: *Let's play Bingo!* Point to the playing board number 1 and say: *Game 1. Write any six letters in the boxes.* Make sure pupils write different letters at random.

T: *Listen to me and cross out the letters when you hear "your" letter.* Take the letter flashcards out of the Magic Box at random and say their names without showing the flashcards to pupils. Pupils who have crossed out all the six letters say *Bingo!*

Repeat the procedure for game 2.

## 6. Do you remember? (WB, ex. 1)

For the procedure see Unit 1, lesson 11, activity 7.

Ask pupils how many words they can say. Go through the pictures together and ask the class to name the pictures in chorus. Ps: *A teacher, a pupil, a board, etc.*

➤ **Key:** A teacher, a pupil, a board, a bag, a pencil-case, a desk, a pen, a pencil, a rubber, a book, a ruler, school; draw, write, read.

## 7. Round-up

Ask pupils to look at the introductory page for Unit 8 and say the words they have learnt in this unit.

 Songs and chants of this unit.

## LESSON 10 — OPTIONAL LESSON

# UNIT 9.

# I LOVE ENGLISH!

By the end of the unit pupils will:

- have revised the language taught this year.

## Project: “My passport”

My name’s Alisa. I’ve got a mum, a dad, a sister and a brother. I’ve got a mouse and a parrot. I can draw, run and sing. I like chicken and cakes. I like juice.

### LESSON 1. EXPEDITION

<b>Aim</b> To revise the vocabulary of units 1–8	<b>New language</b> Expedition* Let’s go!* Are you ready?*	<b>Recycling</b> Colours Food words School words Animal words Action words
<b>Pronunciation and letters</b>	<b>Classroom language</b> Colour and count. Listen and join in. Cross the odd one out. Do you remember <i>animals</i> ?	<b>You will need</b> Flashcards: actions, food, family, body (eyes and hair) Large envelope Lively music <b>Pupils will need</b> coloured pencils.

#### 1. Warm-up

##### Finger chat

Thumb 1: *Hello!*

Thumb 2: *Hello!*

Index finger 1: *What’s your name?*

Index finger 2: *My name’s Sasha. What’s your name?*

Index finger 1: *My name’s Olya.*

Middle finger 1: *How are you?*

Middle finger 2: *I’m fine. How are you?*

Middle finger 1: *I’m OK.*

Ring finger 1: *How old are you?*

Ring finger 2: *I’m six. How old are you?*

Ring finger 1: *I’m seven.*

Little finger 1: *Goodbye!*

Little finger 2: *Bye-bye!*

what they have to do to prove that they have learnt a lot during the school year and are ready for the second book of the Magic Box series.

Point to the house in the left top corner of the map and say: *We’re here.* Point to the white-and-pink arrows and say: *This is our route.* Follow the arrows and discuss what tests there are ahead on the way to the cosmodrome where pupils will take a spaceship to Magic Box 2 planet: *crossing a river, going into a cave, going through a maze, going through the forest, white water rafting and, finally, going through the passport control.*

Tell the class they will carry out tests in every lesson of unit 9.

#### 2. Unit presentation (PB)

Ask pupils to look at the introductory page and guess what the picture is. Tell pupils in L1 that the map shows

#### 3. Chant “Expedition” (PB, ex. 1)

T: *We’re going on an expedition today. Listen to the chant.*

Tapescript (in PB)

Make sure pupils understand the words: *expedition; Let’s go; Are you ready?* Translate if needed. Encourage

pupils to repeat the words of the chant in a “backchain-ing” way.

T: *Let's go! Ps: Let's go!*

T: *Are you ready? Let's go! Ps: Are you ready? Let's go!*

T: *Expedition, expedition! Ps: Expedition, expedition!*

T: *Let's go! Let's go! Ps: Let's go! Let's go!*

T: *Are you ready? Are you ready? Ps: Are you ready? Are you ready?*

T: *Let's go! Let's go! Ps: Let's go! Let's go!*

T: *Listen and join in.*

#### 4. Vocabulary and structure revision (PB, ex. 1)

T: *Look at the picture. Do you remember animals? P1: A dog. P2: A cat. P3: A horse. Etc. T: Do you remember colours? P1: Red. P2: Blue. P3: Green. Etc. T: Stop. Do you remember food / school things / toys?*

#### 5. Moving activity (Pass the envelope)

Ask pupils to stand in a circle. Show them a large envelope with some flashcards in it (actions, food, family, eyes and hair). Tell pupils they will pass the envelope around the circle while the music plays. When the music stops, the pupil with the envelope should take out any of the pictures and make a true sentence about himself/herself. Actions: *I can run / I can't climb a tree. Food*: *I like pizza. / I don't like tea. Family*: *I've got a mum. / I haven't got a brother. Body*: *I've got blue eyes. I've got blond hair. Etc.*

#### 6. Workbook activities

##### Ex. 1

T: *Look at line 1. What can you see? Ps: Pizza, cheese, milk, fish, sausages. T: Cross the odd one out. Milk is crossed out. Why is milk the odd one out? Ps: We drink milk.*

T: *Cross the odd pictures out. Go round the classroom and speak to individual pupils.*

Check pupils' answers. Accept explanations in L1.

☛ **Key**: “Sheep” is the odd one out because it isn't a wild animal. “Boy” is the odd one out because he isn't a woman. “Book” is the odd one out because it isn't a toy.

##### Ex. 2

T: *What can you see in the bags? Ps: Balls, bananas, apples, books, sweets. T: How many bags? Ps: Two bags.*

T: *Colour and count the things in the bags.*

Allow pupils enough time for colouring in. Monitor the class and ask individual pupils questions: *What's this? What colour are the apples? How many apples are there in bag number 1? Etc.*

☛ **Key**: Bag 1: One ball, six bananas, five apples, two books, ten sweets.

Bag 2: Two balls, eight bananas, four apples, three books, nine sweets.

#### 7. Round-up

 Chant “Expedition”.

### LESSON 2. IN THE MORNING

<b>Aim</b> To develop listening and speaking skills	<b>New language</b> Wash*, bathroom*, kitchen*, sleep*, wake up*	<b>Recycling</b> Body words School words Furniture words Food words Verbs (run, say, wash, eat, like, take, open)
<b>Pronunciation and letters</b> [θ] – ‘дразниться’ [tʃ] – ‘на поезде’	<b>Classroom language</b> Let's wash. What can you see? Circle.	<b>You will need</b> Toy (e.g. a piglet) Pictures (bathroom, kitchen)

#### 1. Warm-up

 Chant “Can I borrow a pencil?”

Pupils borrow and lend school things in pairs.

#### 2. Storytelling (PB, ex. 1)

##### Pre-listening

Tell the class they are going to listen to a story that happened to a boy one morning.

Introduce the words that pupils will hear in the story. T: *Let's wash (mime washing hands). Wash your hands, face, eyes, ears. Good! Ask where we wash. T: In the bathroom, bathroom (show the picture). [θ] – thank you, three, bathroom. Ask what pupils ate for breakfast. Ps: Cheese, bread, etc. Ask pupils where we eat. T: In the kitchen, kitchen (show the picture). [tʃ] – chicken, chocolate, chair, teacher, kitchen. Mime sleeping and elicit the word from pupils: sleep. Imitate an alarm clock ringing and open your eyes: wake up!*

### While-listening

T: *Listen and point to the pictures.*

#### Tapescript

1

Sleep! Wake up! Jump out of bed!

2

Run to the bathroom. Wash your hands! Wash your eyes! Wash your ears! Wash your nose! Wash your face! Look in the mirror! Good!

3

Run to the kitchen. M-m-m, a banana! Eat the banana. Yummy! Tea. Have a cup of tea.

4

Take your bag. Take your pen. Take your pencil. Take your rubber. Take your pencil-case. Where's your ruler? On the table! Take your ruler.

5

You want an apple. Run to the kitchen! Take an apple! Eat it! Yummy!

6

Run to school! Quick!

7

You're at school. It's your classroom. Say "hello" to your friends. Open your bag. What's this? It's a cat! It's your cat! Oh, no!

After listening ask pupils what happened at the end of the story. (The boy brought the cat to school.)

got a bear? Etc. Finally, take a toy piglet out of your bag. Say that the piglet has missed the story but he wants to listen to it, too. Now tell the story yourself and invite pupils to help you to complete the sentences (their part is underlined): *Sleep. Wake up! Jump out of bed! Run to the bathroom. Wash your hands! Wash your eyes! Wash your ears! Wash your nose! Wash your face! Look in the mirror! Good! Run to the kitchen. M-m-m! A banana! Eat the banana. Yummy! Tea. Have a cup of tea. Take your bag. Take your pen. Take your pencil. Take your rubber. Take your pencil-case. Where's your ruler? On the table! Take your ruler. You want an apple. Run to the kitchen! Take an apple! Eat it! Yummy! Run to school! Quick! You're at school. It's your classroom. Say "hello" to your friends. Open your bag. What's this? It's a cat! It's your cat! Oh, no!*

### 5. Workbook activities

#### Ex. 1

T: *Look at the pictures in game 1. What can you see? Where are the things?* Encourage pupils to answer. Ps: *The apple is on the table.* Etc.

Ask pupils to tick any four boxes. Check if pupils have ticked different pictures and not just copied each other. Then, explain that you will describe the pictures at random on the first board. Tell pupils they should listen to you carefully and circle the ticks when they hear descriptions of the pictures they have ticked before. If the picture hasn't been ticked, pupils have to miss the turn and do nothing. T: *The apple is in the bag.* Etc.

Give pupils the time to find and tick the correct boxes. Continue with the other pictures. The pupil, who has circled all the ticks, puts up a hand and says: *Bingo!* Play the game until all the pupils have said: *Bingo!*

#### Ex. 2

T: *Look at the letters in the left column and circle the corresponding letters in the right column.*

Go round the classroom and help if necessary. Tell pupils that they may use the inside of the book as a reference.

### 3. Moving activity (Listen and do)

Encourage pupils to repeat the actions after you: "sleep" – put your hands to the head to sleep; "yummy" – touch your tummy; "wash", "eat", "take" – imitate washing, eating and taking; "run" – tap your feet.

T: *Listen to the story "In the morning" again and do the actions.*

### 4. Telling the story together

Say that someone got into your bag when you were preparing for school. T: *Who's that? Guess.* Ps: *Have you*

### 6. Round-up

 Alphabet song.

## LESSON 3. LETTER RIVER

<b>Aim</b> To revise the alphabet	<b>New language</b>	<b>Recycling</b> Alphabet key words
<b>Pronunciation and letters</b> Letters Aa–Zz	<b>Classroom language</b> Trace and colour. Join the dots. Well done!	<b>You will need</b> ABC poster Letter flashcards: Aa–Zz <b>Pupils will need</b> coloured pencils

### 1. Warm-up

 Alphabet chant.

Point to the ABC poster as pupils say the chant together.  
Say that today pupils will meet the first challenge on their way to the cosmodrome — they will cross the river.

### 2. Getting ready for the test

Pupils work in pairs. Partners say the alphabet forwards and backwards together. Encourage them to point to the letters in their PBs (the inside of the book).

### 3. Crossing the Letter River (PB, ex. 1)

T: *Look at the picture. It's a river. It's the Letter River. Can you see a man fishing? Has he caught any fish?* Ps: No. T: *What is there in his bucket?* Ps: Letters. T: *Which letters has he caught?*

Allow pupils time to work out which letters the man has caught. They will do it by saying the alphabet and finding letters in the river and on the meadow. Those letters that aren't there, are in the man's bucket. Pupils may work either individually or in pairs.

➔ **Key:** b, d, l, q, z.

### 4. Moving activity (Making the alphabet)

Hand out all the letter flashcards to pupils. Some pupils may have several flashcards. Explain to the class that they will say the alphabet naming their letters in the correct order. P1: *Aa*. P2: *Bb*. P3: *Cc*. Etc.  
You may ask pupils to stand up as they name "their" letters. Encourage the class to say the alphabet together, slowly enough for pupils with letter flashcards to come up to the board and put them in the correct, alphabetical order.

### 5. Workbook activity

#### Ex. 1

Point to the road of letters. Tell pupils they should help to repair it by colouring and tracing the capital letters on the road. Monitor the class and ask individual pupils: *What letter is it? What colour is it?*  
Then, ask where the road has led them. T: *Join the dots from a to z.*  
Check the answer. T: *What can you see?* (A castle.)

### 6. Round-up

Ask pupils what is their favourite English letter.  
T: *Well done! You've passed the first test on the way to the cosmodrome!*

## LESSON 4. WHISPERING CAVE

<b>Aim</b> To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Active and passive language of the stories
<b>Pronunciation and letters</b>	<b>Classroom language</b> Guess the stories. Which picture is the odd one out? Act out. Well done! Great!	<b>You will need</b> Masks and props for acting out the stories

### 1. Warm-up

Show the masks of the characters in the story and encourage pupils to greet them. Ps: *Hello, Tiger! How are you?* Answer for the animals.  
Say that today pupils will meet the second challenge on their way to the cosmodrome — they will have to go into the Whispering Cave.

Unit 3, lesson 5 — "Mrs Hen's secret";  
Unit 4, lesson 9 — "Why is the elephant grey?"  
Unit 5, lesson 7 — "Snowman";  
Unit 6, lesson 9 — "Button soup";  
Unit 7, lesson 7 — "Goldilocks";  
Unit 8, lesson 6 — "Animal school";  
Unit 9, lesson 2 — "In the morning".

### 2. Getting ready for the test

Pupils work in pairs. Pupils look through their PBs starting from the second unit and recollect the stories they have listened to during the year.

➔ **Key:**  
Unit 2, lesson 3 — "A great big turnip";

### 3. Going into the Whispering Cave (PB, ex. 1)

T: *Look at the picture. It's a cave. It's a Whispering Cave and it will let you go further along your way if you guess six stories that the cave will tell you.*  
T: *Listen to the cassette. Guess the stories. Say the numbers of the pictures.*

## Tapescript

1

Elephant: Tiger, look! I've got magic paints!  
 Tiger: Magic paints? How many?  
 Elephant and Tiger: One, two!  
 Tiger: What colours?  
 Elephant and Tiger: Brown and orange!  
 Tiger: Elephant! ... Can you give me the orange paint, please?  
 Elephant: Here you are.  
 Tiger: Thank you, Elephant! Goodbye!  
 Elephant: Goodbye, Tiger!

2

Goldilocks: I'm tired. Oh, no! I don't like the big bed! I don't like the middle-sized bed. I like the little bed! Good night!

3

Boy: He's got two black eyes.  
 Girl: He's got a long orange nose.  
 Snowman: Rabbit! Stop! It's my nose!

4

Dave: Oh! A big turnip, a great big turnip! Wow! Pull! Pull! Pull!  
 Dave: Mum, mum! Come and help!  
 Mum: Hello, Dave.  
 Dave and Mum: Pull! Pull! Pull!

5

Froggie: Hooray! I'm a pupil. I can read. I can write. I can draw.  
 Animals: What have you got?  
 Froggie: I've got a pen, a pencil, a ruler and a rubber.

6

Soldier: I'm very hungry.  
 Woman: Sorry, I haven't got any food.

### Key:

- Story 1 – picture 5 – “Why is the elephant grey?”;
- Story 2 – picture 4 – “Goldilocks”;
- Story 3 – picture 3 – “Snowman”;
- Story 4 – picture 2 – “A great big turnip”;
- Story 5 – picture 1 – “Animal school”;
- Story 6 – picture 6 – “Button soup”.

T: *You remember all the stories. Well done! But the Whispering Cave wants to listen to some stories.*

Divide the class into groups. Let them choose stories for acting out. Help pupils to assign the roles and allow them the time for rehearsal. Go round the classroom and help the groups if needed.

Watch the groups acting out the stories. Praise all the actors and actresses.

## 4. Moving activity (Listen and do)

Tell the story from Unit 9, lesson 2 and invite pupils to join in with the actions.

T: *Sleep! Wake up! Jump out of bed! Run to the bathroom! Wash your hands! Wash your eyes! Wash your ears! Wash your nose! Wash your face! Look in the mirror! Good! Run to the kitchen. M-m-m! A banana! Eat the banana! Yummy! Tea! Have a cup of tea! Take your bag! Take your pen. Take your pencil. Take your rubber. Take your pencil-case. Where's your ruler? On the table! Take your ruler! You want an apple! Run to the kitchen! Take an apple! Eat it! Yummy! Run to school! Quick! You're at school. It's your classroom. Say "hello" to your friends! Open your bag! What's this? It's a cat! It's your cat! Oh, no!*

## 5. Workbook activities

### Ex. 1

Say that the exercise in the WB is the last task for the Whispering Cave.

T: *Look at the pictures. Cross the odd pictures out.*

Check pupils' answers. T: *Line 1. Which picture is the odd one out? Ps: Number 2.* T: *Why? Ps: The family didn't have dinner.* Etc.

### Key:

- Line 2 – picture 4 – No crocodile in the story.
- Line 3 – picture 1 – Rabbit and Snowman didn't play snowballs.
- Line 4 – picture 3 – The woman didn't make pasties.
- Line 5 – picture 2 – Goldilocks didn't sweep the floor.
- Line 6 – picture 4 – No rabbit in the story.

## 6. Round-up

Ask individual pupils what their favourite stories are.

T: *Well done! You've passed the second test on the way to the cosmodrome!*

Ask pupils to bring their projects “Guess my animal” to the next lesson.

## LESSON 5. RIDDLE MAZE

<p><b>Aim</b> To develop listening and speaking skills</p>	<p><b>New language</b></p>	<p><b>Recycling</b> Animal words Food words Action words I like <i>meat</i>. I don't like <i>potatoes</i>. I can <i>climb a tree</i>. I can't <i>swim</i>.</p>
<p><b>Pronunciation and letters</b></p>	<p><b>Classroom language</b> Guess the riddles. What animals can you see? Take your <i>green</i> pencils. Circle the letter <i>green</i>. Trace the line.</p>	<p><b>You will need</b> Pupils' projects “Guess my animal” Food flashcards: carrots, potatoes, bananas, meat, fish, chicken, juice Animal flashcards <b>Pupils will need</b> coloured pencils</p>

Collect pupils' projects "Guess my animal" before the lesson. Put them on the board.

### 1. Warm-up

#### Snowball game

Tell pupils they should be very careful when they play the following game. They should speak in turn and repeat the sentences that the previous players have said and add a new one. Encourage pupils to pretend to be the animals they speak for and change their voices.

T: *I'm a cat. I like milk.* P1: *I'm a cat. I like milk. I'm a dog. I like meat.* P2: *I'm a cat. I like milk. I'm a dog. I like meat. I'm a monkey. I like bananas.* Etc.

Say that today pupils will meet the third challenge on their way to the cosmodrome – they will have to help the animals go through a maze.

### 2. Getting ready for the test

Say riddles about pupils' projects "Guess my animal", e.g. *I can jump and run. I can't swim. I can't climb a tree. I like carrots and water. I don't like fish. I don't like ice-cream. I'm little. I'm grey. I've got long ears and a short tail.* Ps: *It's a rabbit.*

### 3. Going through the Riddle Maze (PB, ex. 1)

Put the food flashcards (carrots, potatoes, bananas, meat, fish, chicken, juice) on the board face down.

T: *Open your Pupil's Books. Look at the picture. What animals can you see?* Ps: *A fox, a monkey, a crocodile, a wolf, a tiger.* T: *What food can you see?* Ps: *Carrots, potatoes, bananas, meat, fish, chicken, juice.* T: *Are the animals happy or sad?* Ps: *Sad.* T: *Why?* Ps: *(They're) hungry.* T: *Yes, the animals are hungry* (rub your tummy). T: *Help them go through the maze to the food on the picnic.*

T: *Look! A Maze. It's the Riddle Maze. To go through it you have to guess its riddles.*

- T: *We eat them. They're yellow and sweet.* Ps: *Bananas.* Turn the flashcard with bananas face up.
- T: *We eat it. It's yummy. It isn't sweet. Foxes like it.* Ps: *Chicken.* Turn the flashcard with chicken face up.

- T: *We eat them. They aren't sweet. They're orange. Rabbits like them.* Ps: *Carrots.* Turn the flashcard with carrots face up.
- T: *We eat them. They aren't sweet. They are brown. Boys and girls in Belarus like them.* Ps: *Potatoes.* Turn the flashcard with potatoes face up.
- T: *We drink it. It's yummy. It's sweet. It's made from oranges. Boys and girls like it.* Ps: *(Orange) juice.* Turn the flashcard with juice face up.
- T: *We eat it. It isn't sweet. Cats like it.* Ps: *Fish.* Turn the flashcard with fish face up.
- T: *We eat it. It isn't sweet. Dogs like it.* Ps: *Meat.* Turn the flashcard with meat face up.  
T: *You have guessed all the riddles. Well done!*

### 4. Moving activity (More riddles)

Provide each pupil with an animal flashcard. Tell the class to listen carefully to the food you will name and if it is the food "their" animals like, they have to stand up, hold up the flashcard and say two sentences, e.g. T: *Carrots.* P1: *I'm a rabbit. I like carrots.* Etc.

### 5. Workbook activities

#### Ex. 1

T: *Look at the picture. What animals can you see? What letters have they got?* Ps: *The dog has got the letter L.* Etc. T: *Let's help the animals catch some food.*

T: *Take your green pencils. Circle the letter N green. What animal has got the letter N?* Ps: *Elephant.* T: *Yes, the elephant has got the letter N. Trace the line in green and catch the food for the elephant. What food has the elephant got now?* Ps: *Nut.* Etc.

➤ **Key:** A dog – "L" – a lemon; a crocodile – "A" – an apple; a lion – "I" – an ice-cream; an elephant – "N" – a nut; a cat – "J" – jam; a bear – "O" – an orange.

### 6. Round-up

Ask pupils what food they like.

T: *Well done! You've passed the third test on the way to the cosmodrome!*

## LESSON 6. SINGING FOREST

<b>Aim</b> To revise the songs from Units 1–8 To develop listening and speaking skills	<b>New language</b>	<b>Recycling</b> Letters Numbers Colours She's got brown hair/ eyes.
<b>Pronunciation and letters</b>	<b>Classroom language</b> Look and guess. Listen to the music. Guess the song. Put up your hands. Well done! What letters / numbers can you see? Put up your hands.	<b>You will need</b> <b>Pupils will need</b> coloured pencils.

## 1. Warm-up

 Any song from the book.

Say that today pupils will meet the fourth challenge on their way to the cosmodrome – they will have to go through the Singing Forest.

## 2. Getting ready for the challenge

Pupils work in pairs. Tell partners to look through their PBs and recollect the songs they have listened to during the year.

### Key:

- Unit 1, lesson 1 – “Hello, my name’s Maggie”;
- Unit 1, lesson 7 – “Rainbow”;
- Unit 2, lesson 1 – “Hello, mum”;
- Unit 2, lesson 6 – “Goodbye, mum”;
- Unit 3, lesson 3 – “Old McDonald”;
- Unit 4, lesson 5 – “Ten little teddy bears”;
- Unit 4, lesson 8 – “We wish you a Merry Christmas”;
- Unit 5, lesson 1 – Alphabet song;
- Unit 5, lesson 2 – “Two little eyes”;
- Unit 5, lesson 6 – “Head and shoulders”;
- Unit 6, lesson 5 – “I like to eat”;
- Unit 7, lesson 3 – “Point to the window”.

## 3. Going through the Singing Forest (PB, ex. 1)

T (in L1): *Look at the picture. It’s the Singing Forest. Look at the fairies. They like singing songs. Each fairy has her favourite song. Look and guess the songs.*

### Key:

- Fairy 1 – “Head and shoulders”;
- Fairy 2 – “We wish you a Merry Christmas”;
- Fairy 3 – “I like to eat”;
- Fairy 4 – “Point to the window”;
- Fairy 5 – “Two little eyes”;
- Fairy 6 – “Old McDonald”;
- Fairy 7 – “Ten little teddy bears”;
- Fairy 8 – “Rainbow”.

## 4. Moving activity (I’ll guess a song faster than you!)

T: *Close your Pupil’s Books.*

Divide the class into two groups, e.g. “Boys” and “Girls”. Tell them they will compete to guess the songs.

T: *Boys and girls can’t hear fairies’ voices. Listen to the music, guess the song and put up your hands if you can sing the song.*

When a team put up their hands, stop the cassette and elicit the song. Play the song through and encourage the class to sing along.

Keep the score on the board if you want to make the activity more competitive.

### Tapescript

- 1  
Music from the song “Rainbow”.
- 2  
Music from the song “Point to the window”.
- 3  
Music from the song “We wish you a Merry Christmas”.
- 4  
Music from the song “Ten little teddy bears”.
- 5  
Music from the song “Head and shoulders”.
- 6  
Music from the song “I like to eat”.
- 7  
Music from the song “Two little eyes”.
- 8  
Music from the song “Old McDonald”.

### Key:

- Music 1 – song “Rainbow”;
- Music 2 – song “Point to the window”;
- Music 3 – song “We wish you a Merry Christmas”;
- Music 4 – song “Ten little teddy bears”;
- Music 5 – song “Head and shoulders”;
- Music 6 – song “I like to eat”;
- Music 7 – song “Two little eyes”;
- Music 8 – song “Old McDonald”.

T: *You remember all the songs. Well done!*

## 5. Workbook activities

### Ex. 1

T: *Look. What letters can you see?* Pupils name the letters at the top of three grids in chorus. T: *What numbers can you see?* They say the numbers.

Tell pupils they should listen carefully to the letters and numbers and colour the boxes where the letters and numbers meet. Explain that by the end of the activity pupils will be able to see three secret letters hidden in the grids.

Demonstrate the activity. T: C2. Point to the letter C and trace the column down. Then point to number 2 and trace the line horizontally. Point to the grey box and say: C2. Make sure pupils understand what they are expected to do.

Play the cassette and make stops after each letter-number combination if needed for pupils to find the box and colour it.

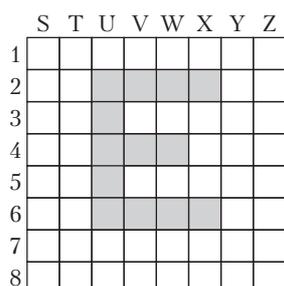
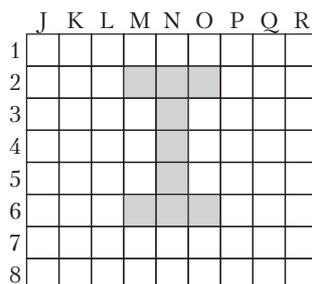
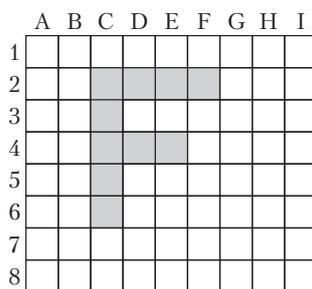
### Tapescript

1. C2, C3, C4, C5, C6, D2, E2, F2, D4, E4.
2. M2, N2, O2, N3, N4, N5, M6, N6, O6.
3. U2, V2, W2, X2, U3, U4, U5, U6, V6, W6, X6, V4, W4.

Key: Letters F, I, E.

## OPTION

You may stop the cassette when one letter is done up and elicit the name of the letter pupils have got.



## Ex. 2

Tell pupils to colour Fluffy's fairies' eyes and hair only without letting their partner see.

When pupils are ready, say: *Work in pairs*. P1 looks at Fluffy's fairies in his/her WB and describes the pictures: *Eyes – blue*. P2 takes the corresponding pencil and colours Lucky's picture. When the eyes and hair of the fairies are coloured, pupils swap roles.

Go round the classroom and help if necessary.

Check if the partners have got the matching colours.  
T: *What colour is her hair? What colour are her eyes?*

## 6. Round-up

Make a survey to find out the most popular song in the class.

Write numbers 1 – 8 in a column on the board and tell pupils that the numbers correspond to the picture of the Singing Forest in the PB. Ask pupils to put up their hands if they like the song you name. e.g. T: *Who likes the song "Head and shoulders"?* *Put up your hands*. Count the pupils' hands aloud and write the number of the hands next to number 1 on the board. Repeat the procedure with the rest of the songs. Ask pupils to help you work out which song is the top song of the class.

T: *Well done! You've passed the fourth test on the way to the cosmodrome!*

## LESSON 7. WATERFALL OF QUESTIONS

<p><b>Aim</b> To practise asking and answering questions To test listening skills and vocabulary</p>	<p><b>New language</b></p>	<p><b>Recycling</b> Animal words Colours School words Food words Furniture words In, on, under Can you <i>draw</i>? Have you got <i>a rubber</i>? Do you like <i>apples</i>?</p>
<p><b>Pronunciation and letters</b></p>	<p><b>Classroom language</b> Recite the chant. Ask questions. Answer questions. Guess. Listen and tick. Listen and colour. Listen and check. Listen and tick or cross. Well done!</p>	<p><b>You will need</b> Flashcards: a mum, a dad, a sister, a brother, a granny, a grandad; a cat, a dog, a cow, a sheep, a horse, a pig, a mouse; jump, run, swim, climb a tree, fly; a fox, a bear, a box, a chair, a bed, a book Flashcard: Peter the Parrot <b>Pupils will need</b> coloured pencils</p>

## 1. Warm-up

### Finger chat

Pupils work in pairs. P1 holds his/her right arm, P2 holds his/her left arm. Help pupils put their hands together so that their thumbs, index and other corresponding fingers meet. Demonstrate the activity with one of the pupils.

Thumb 1: *Hello! What's your name?*

Thumb 2: *Hello! My name's Sasha. What's your name?*

Thumb 1: *My name's Olya.*

Index finger 1: *How old are you?*

Index finger 2: *I'm seven. How old are you?*

Index finger 1: *I'm seven.*

Middle finger 1: *How are you?*

Middle finger 2: *I'm fine, thanks. How are you?*

Middle finger 1: *I'm OK.*

Ring finger 1: *How's your mum?*

Ring finger 2: *She's fine, thanks. How's your granny?*

Ring finger 1: *She's fine, thanks.*

Little finger 1: *What's your phone number?*

Little finger 2: *29385. What's your phone number?*

Little finger 1: *21845. Goodbye!*

Little finger 2: *Bye-bye!*

Say that today pupils will meet the fifth challenge on their way to the cosmodrome – they will have to survive going down the Waterfall of Questions.

### Passing the “Have you got ...?” rock

Tell pupils to stand in a circle and give a family flashcard, e.g. *a brother* to one of them. Tell the class they should pass the flashcard behind their backs to their partners around the circle while you will be counting from 1 to 10 with your eyes closed. Then say: *Stop*. Open your eyes and ask individual pupils: *Have you got a brother?* Pupils may give short answers: *Yes./No*. The pupil with the picture should say a complete sentence: *I've got a brother*. Repeat the procedure with a pupil asking questions instead of you.

### Passing the “Can you ...?” rock

Mime climbing a tree and encourage the class to guess the action by asking you questions *Can you ...?* The pupil, who guesses the action, becomes “it” and mimes any other action.

### Passing the “Do you like ...?” rock

Take a food flashcard, hold it the way pupils can't see it and say you like it. Encourage the class to guess your flashcard by asking you questions *Do you like ...?* Give the flashcard to the pupil who guess the food. By the end of the activity count the food flashcards pupils have got.

## 4. Moving activity (“Boys, hands up!”)

Say the chant “Boys, hands up!” – see PB, Unit 1, lesson 3. Encourage pupils to join in with the words and actions.

## 2. Getting ready for the test

Divide the class into four groups. Provide each pupil with some flashcards:

Group 1 – a mum, a dad, a sister, a brother, a granny, a grandad.

Group 2 – a cat, a dog, a cow, a sheep, a horse, a pig, a mouse.

Group 3 – jump, run, swim, climb a tree, fly.

Group 4 – a fox, a bear, a box, a chair, a bed, a book.

Play four chants and tell the corresponding group to listen to the cassette and stand up when they hear their words.

Group 1 – chant “How's your mum?” – see PB, Unit 2, lesson 4.

Group 2 – chant “Woof-woof! What's this?” – see PB, Unit 3, lesson 1.

Group 3 – chant “Can you jump?” – see PB, Unit 3, lesson 4.

Group 4 – chant “Where's my little hare?” – see PB, Unit 7, lesson 5.

Then, ask the groups say the chant together.

## 3. Going down the Waterfall of Questions (PB, ex. 1)

T (in L1): *Open your Pupil's Books. Look at the picture. The children are at the Waterfall of Questions. Ask and answer the questions carved on the rocks.*

## 5. Test (WB)

See the general recommendations for conducting a test in Unit 4, lesson 7, activity 3.

### Ex. 1 (12 points)

T: *We can see some animals. Listen and tick.*

#### Tapescript

1. It's a chicken. It's a yellow chicken.
2. It's a cow. It's a brown cow.
3. It's a crocodile. It's a green crocodile.
4. It's a fox. It's a red fox.

T: *Listen again and colour the animals.*

T: *Listen and check.*

### Ex. 2 (8 points)

T: *We are at school. At the door we meet Maggie. Listen and tick.*

#### Tapescript

Maggie: *I'm a schoolgirl. I've got a pink rubber. I've got a blue ruler and... I've got a red apple.*

T: *Listen again and colour the school things.*

T: *Listen and check.*

### Ex. 3 (6 points)

T: *Maggie goes into the cafe and meets Steve there. Listen and tick what Steve likes and cross what he doesn't like.*

### Tapescript

Maggie: So, what do you like?  
 Steve: I like ice-cream!  
 Maggie: What about chocolate?  
 Steve: Oh, yummy! I like chocolate.  
 Maggie: Look! They've got sausages.  
 Steve: Sausages? Oh, no, no sausages for me, please. I don't like sausages and I don't like milk. Yuck!  
 Maggie: Have some bread.  
 Steve: I like bread.

T: Listen and check.

#### Ex. 4 (14 points)

T: Look at the picture of Steve's room. Listen and tick the box if the picture is correct or cross the box if the picture is wrong.

### Tapescript

My name's Steve. Look at my room! I'm in the armchair. I've got a computer. The computer is on the table. The lamp is on the table, too. Where's my book? Oh, it's on the floor. My pencil-case

is on the floor, too. My bag is on the sofa. Oh, dear! My dog is on the sofa, too. My bag is now in his mouth! Lucky! Give me my bag!

T: Listen and check.

- Key: ... I'm in the armchair. ✓  
 ... The computer is on the table. ✗  
 ... The lamp is on the table, too. ✓  
 ... my book? ... it's on the floor. ✗  
 ... My pencil-case is on the floor, too. ✓  
 ... My bag is on the sofa. ✓  
 ... My dog is on the sofa, too. ✗

Collect the WBs to check the tests. Total score is 40 points.

## 6. Round-up

T: Peter the Parrot likes speaking to children. Ask him questions. Encourage everyone to ask one question. Remind pupils that the questions should be different.

T: Well done! You've passed the fifth test on the way to the cosmodrome!

## LESSON 8. CHECK POINT

<b>Aim</b> To develop speaking skills	<b>New language</b>	<b>Recycling</b> Colours Family words Action words Food words Body words I've got a mum. I can draw. I like chicken.
<b>Pronunciation and letters</b>	<b>Classroom language</b> Listen and guess. Well done! Very good! Right! Tick or cross.	<b>You will need</b> Character flashcards Model for the project

### 1. Warm-up

T: Listen and guess. Say riddles about the characters in the Magic Box book. Put the character flashcards on the board as pupils guess them.

- T: She likes to eat apples and bananas. She's a teacher. Ps: Mrs Bell.
- T: He's got a mum, a dad, a sister, a brother, a granny and a grandad. He can fly. Ps: Peter the Parrot.
- T: He's two. He can run, jump and swim. He's white and brown. Ps: Lucky.
- T: She can read, write and draw. She's got green eyes and brown hair. She's a pupil. She's a girl. Ps: Maggie.
- T: He isn't a boy. He isn't a girl. He is a computer. Ps: Mr Compy.
- T: He's got a mum, a dad and a dog. He's got blue eyes and blond hair. He's a pupil. He's a boy. Ps: Steve.

7. T: It isn't a girl. It isn't a boy. It's got secrets. It's blue and yellow. Ps: The Magic Box.

Say that today pupils will meet the last challenge — they will give personal information at the passport control before they enter the cosmodrome.

### 2. Getting ready for the test (PB, ex. 1)

T: Look at the pictures. Who can you see? Ps: Maggie, Steve, Peter the Parrot, Lucky and Fluffy.

T: What information does the grid give us? Look at Maggie... mum — yes, dad — yes? Ps: I've got a mum and a dad. T: Well done. Look: at Maggie... draw? Ps: I can draw. T: Right! T: Look. Maggie ... an orange and chicken?

Ps: *I like oranges and chicken. T: Very good!*  
 Pupils work in pairs. P1 describes a character, P2 guesses.  
 Then pupils swap roles.

players perform the actions without those words, will lose a point. T: *Climb a tree, jump, fly, open your Pupils' Books, close your eyes, etc.*

### 3. Project preparation (PB, ex. 2)

Tell pupils that at home everyone will make a model of their "passport" in which they will give personal information and present it in front of the class in the next lesson. Pupils can see an example of the project in ex. 2 in their PBs.

Explain to the class that they may use cutout 6 (WB, page 117) for their "passport", draw their face and write their name. On the first line of the passport pupils will draw the family members and pets they have. Pupils are expected to stick some action pictures (WB, page 119) on the second line of the passport to demonstrate what activities they can do. At the bottom of the passport pupils will draw pictures of the food and drinks they like.

#### Model story "My passport"

My name's Alisa. I've got a mum, a dad, a sister and a brother. I've got a mouse and a parrot. I can draw, run and sing. I like chicken and cakes. I like juice.

### 5. Workbook activities

Draw pupils' attention to "About you" sign in the right top corner of the WB and explain to the class that all the workbook activities in this lesson are about pupils' personal information.

Go round the classroom, help the pupils if needed. Ask them personal questions pointing to the pictures.

#### Ex. 1

Pupils tick a box if they have such a family member or cross it if they haven't.

#### Ex. 2

Pupils tick a box if they can do such an activity or cross it if they can't.

#### Ex. 3

Pupils tick a box if they like such food or drink or cross it if they don't.

### 4. Moving activity (Peter says)

Ask pupils if they remember Peter the Parrot's favourite game. Remind them of its rules.

Pupils perform the actions you will say only if you add "Peter says". If not, they stand still. The team whose

### 6. Round-up

Ask pupils who is their favourite character.

Say that pupils have successfully passed all the tests on the way to the cosmodrome and in the next lesson they will go space travelling in a spaceship.

## LESSON 9. OFF WE GO!

<b>Aim</b> To develop listening and speaking skills	<b>New language</b> Off we go!*	<b>Recycling</b> Numbers Colours Food words School words House and furniture words Prepositions
<b>Pronunciation and letters</b>	<b>Classroom language</b> Show your project. Come to the board. Do the tasks. Good! Very good! Good boy! Good girl! Colour the picture.	<b>You will need</b> Camera (optional) Two secret letters (make them yourself) Certificates for each pupil (WB, p. 105) – write their names beforehand <b>Pupils will need</b> coloured pencils.

### 1. Warm-up

Ask pupils if they remember where they are going today.  
 Ps (in L1): *To a new planet, Magic Box 2.*

Say that astronauts have to be in a good state of health when they go to space. Ask every pupil: *How are you?*  
 P: *I'm fine, thank you.*

### 2. Project presentation

Pupils present their projects in turn and answer their classmates' questions. P1: *Have you got a brother?* P2: *Do you like ice-cream?* P3: *Can you dance?*  
 Encourage every speaker by applauding after his/her presentation. When the presentation is over, pupils put their projects on the board.

Take a photo of pupils standing in front of their projects.

### 3. Moving activity (Chant "Expedition")

Say that everything is ready for the space journey but Maggie, Steve and Peter the Parrot are late. Suggest chanting together while waiting for the characters.

Play the cassette and encourage pupils to join in with the words and clapping their hands. Next time — with flicking their fingers. The third time — with stamping their feet.

### 4. Board game (PB, ex. 1)

Look puzzled and say: *Where's Maggie? Where's Steve? Where's Peter the Parrot?* Shrug your shoulders and say: *I don't know.* Pretend to suddenly notice a letter on your table. T: *Look, a letter from Mr Compy. Let's read it! Boys and girls! Maggie, Steve and Peter the Parrot got into trouble: they disappeared. They are on the monsters' planets. The monsters will give them back if we do the tasks in the PB. Let's go and rescue our friends!*

T: *Are you ready?* Encourage pupils to do the final countdown before taking off: *Ten, nine, eight, seven, six, five, four, three, two, one. Off we go!*

Pupils land on every planet to look for their friends. They do the tasks in turn, individually or in pairs if it is a dialogue.

**1** — You're on the planet of kind monsters. Have a chat with one of them.

P1: *Hello!*

P2: *Hi! How are you?*

P1: *I'm OK. How are you?*

P2: *Fine, thank you.*

P1: *What's your name?*

P2: *My name's Kind Monster. What's your name?*

P1: *My name's Masha.*

P2: *How old are you?*

P1: *I'm 6. How old are you?*

P2: *I'm 7.*

P1: *How's your mum? Etc.*

**2** — You're on planet 2. A detective wants to help you find Maggie. Describe her.

P3: *She's got green eyes. She's got brown hair. She's got a cat. She's nice.* Sorry, the detective can't help you.

**3** — You're on planet 3. A detective wants to help you find Steve. Describe him.

P4: *He's got blue eyes. He's got blond hair. He's got a dog, Lucky.* Sorry, the detective can't help you.

**4** — You're on planet 4. A detective wants to help you find Peter the Parrot. Describe him.

P5: *He's red, green and yellow. He can fly. He's nice and kind.* Sorry, the detective can't help you.

**5** — You're on the planet of green monsters. They like to eat. Treat Greeny the Monster.

P6: *Have some oranges, please.*

P7: *Have some sweets, please.*

P8: *Have some juice, please.*

**6** — You're on the planet of jumping monsters. Count from 1 to 10 in chorus and jump ten times. Then ask Jumpy the Monster *any* five questions.

P9: *Have you got a sister?*

P10: *Do you like ice-cream?*

P11: *Can you dance?*

P12: *Have you got a cat?*

P13: *How's your dad?*

**7** — You're on the planet of sleeping monsters. Sing a song in a low voice and let the monsters sleep.

**8** — You want to call your mother on the phone.

P1: *Hello! How are you?*

P2: *I'm fine. How are you?*

P1: *I'm OK. How's your dad?*

P2: *He's fine.*

P1: *How's your brother? Etc.*

**9** — You're on planet 9. It's customs control. You need to say what school things you have got in your school bag.

P3: *I've got a red bag. I've got a pencil-case. It's yellow. I've got five pencils.*

P4: *I've got a blue bag. I've got a brown pencil-case. I've got a pen and a pencil.*

P5: *I've got an orange bag. I haven't got a pencil-case. I've got five books.*

T: *You've passed the customs control.*

**10** — You're hungry. Have a lunch break. Go to a cafe on planet 10 and order some food.

P6: *Have you got any apples?*

P7: *No, sorry.*

P6: *No problem. Have you got any cakes?*

P7: *Here you are.*

P6: *Thank you.*

**11** — You're on the planet of monsters whose favourite number is ten. Describe FLY-10 the Monster who loves himself very much.

P7: *It's got ten eyes. It's got ten ears. It's got ten legs. It can fly.*

**12** — You're on planet 12. Friendly monsters want to know about life on Earth. Describe your room.

P8: *I've got a bed. It's big. I've got a computer. It's on the table. I've got a yellow lamp. I like my room.*

**13** — You're on planet 13. Monsters have a secret letter for you but they want to make sure if you know the English letters to be able to read it.

Pupils say the alphabet in chorus.

T: *Well done! Here's the secret letter from the monsters on planet 13. Read it out: Maggie, Steve and Peter are in your Workbooks.*

### 5. Workbook activity

#### Ex. 1

T: *Open your Workbooks! Quickly! Here they are!* Encourage pupils to greet the characters.

T: *Colour the picture.* Go round the classroom and speak to individual pupils. T: *Who's this? What colour?*

## 6. Round-up

In L1 pupils speak about their favourite characters and say what they liked in the book. T: *What's your favourite page in the Pupil's Book? What's your favourite page in the Workbook?*

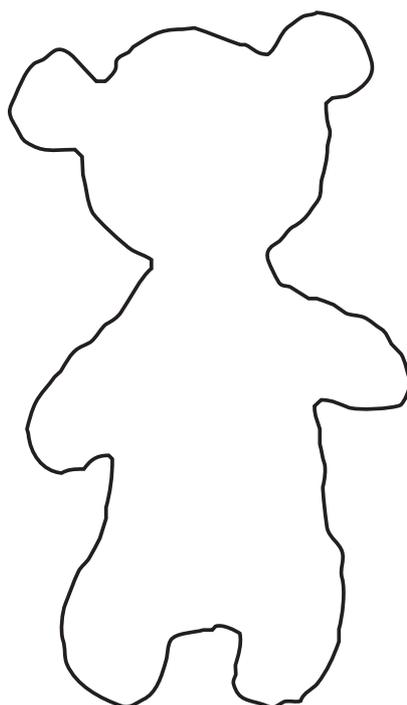
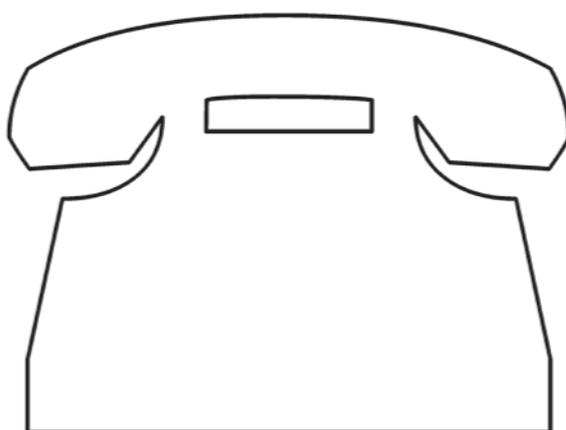
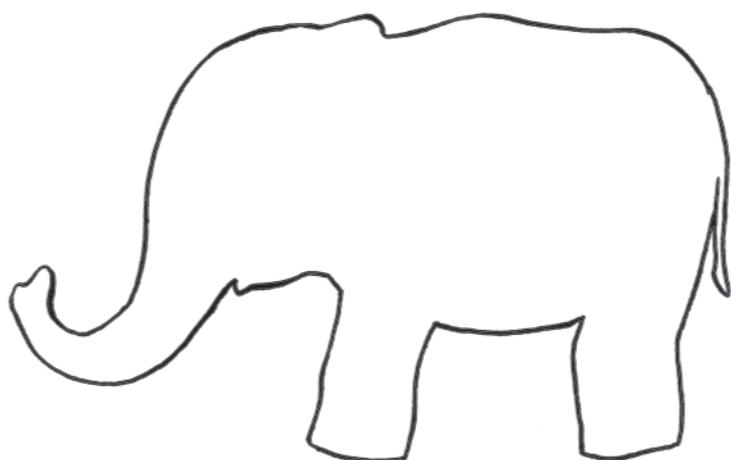
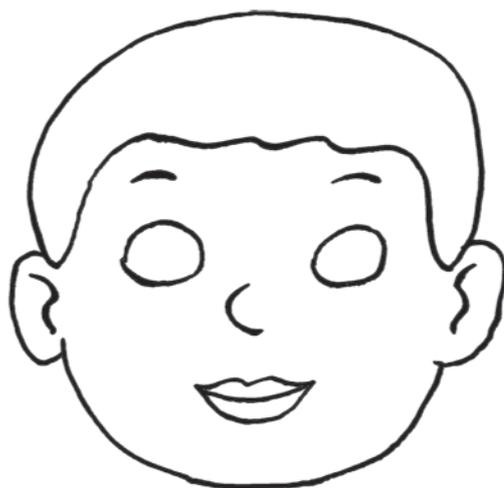
## 7. Awarding certificates

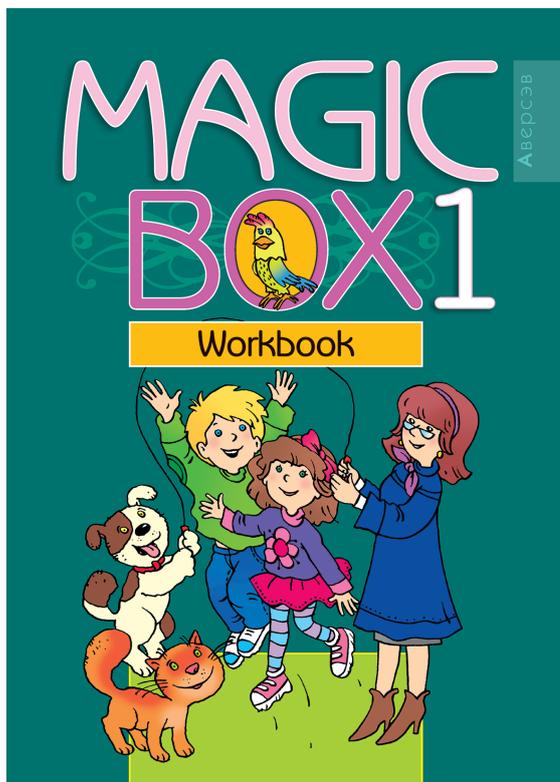
T (in L1): *Well done, boys and girls! You've reached the planet of Magic Box 2. You were able to do that because you have been working a lot in the school year and have learnt a lot of things.*

Take the certificates, invite pupils to come up to you when you call their names and award them to pupils.

Say goodbye to pupils and wish them to have nice summer holidays.

## LESSONS 10, 11 AND 12 — OPTIONAL LESSONS

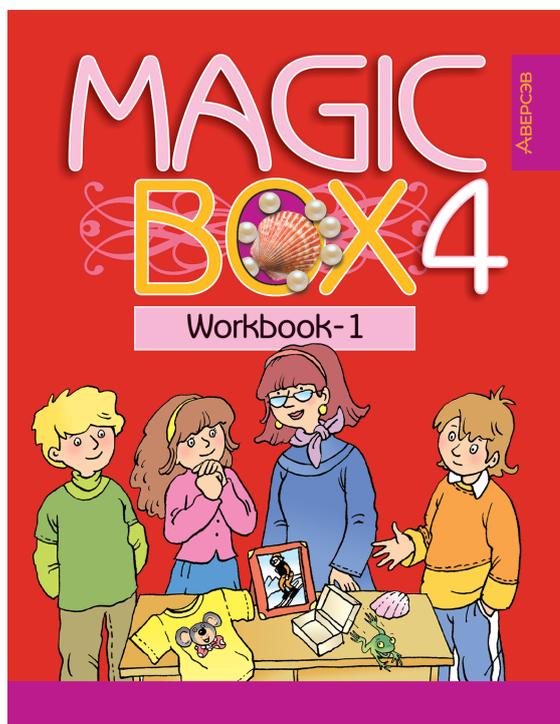




### **Magic Box 1. Workbook**

*Н. М. Седунова, А. И. Калишевич,  
А. Ф. Каркашин, Л. М. Лапицкая,  
А. В. Манешина, Т. С. Новикова,  
З. В. Полиенко, А. П. Пониматко,  
Т. Ю. Севрюкова*

Рабочая тетрадь является составной частью учебно-методического комплекса «Волшебная шкатулка» для 1-го класса, в который также входят книга для ученика, алфавит, книга для учителя, аудиоприложение и набор тематических карточек.



### **Magic Box 4. Workbook-1**

*Н. М. Седунова, А. И. Калишевич,  
Т. С. Новикова, А. П. Пониматко,  
Т. Ю. Севрюкова, Л. М. Лапицкая*

Рабочая тетрадь-1 является составной частью учебно-методического комплекса «Волшебная шкатулка» для 4-го класса, в который также входят книга для ученика, рабочая тетрадь-2, тесты, книга для чтения, книга для учителя, аудиоприложение, набор тематических карточек и тетрадь-словарик.

Тетрадь является логическим продолжением книги для ученика и предназначена для индивидуальной работы школьника в классе и дома.



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